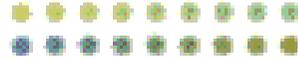


Art & Design Medium Term Plan

Pointillism		Year 5: Spring 1	Discrete unit - 5 hours
<p>Main Outcomes:</p> <ul style="list-style-type: none"> Part of a painting by a famous artist reproduced in the style of Seurat 			<p>Time Frame Overview: Exploration & development: 3 hrs Final piece: 2 hrs</p>
<p>Cross curricular links</p> <p>Literacy (stories for different audiences), History (19th century art and lifestyles), ICT (use of projector for creative projects, Paint application), Maths (ratios when colour mixing, scaling up).</p> <p>Ideal opportunity for class outing to National Gallery in London</p>		<p>RRR links</p> <p>Article 29: Develop each child's personality to the full.</p>	
Skills focus	Visual elements	National Curriculum	
Drawing (pencil, felt-tipped pens, colouring pencils) ** Painting (child's own choice) ***	Colour Tone Pattern	1 a b c 2 a b c 3 a b 4 a b c 5 a b c d (d if visit gallery)	

Pointillism



Expected outcomes by the end of this unit		
T	<i>Most children will:</i>	<ul style="list-style-type: none"> • Demonstrate a solid understanding of pointillist principles, including how colour effects can be produced. • Explore ideas and successfully complete the challenges set to create different colours, tones and effects using dots, thus collecting useful visual information to help them develop their work. • Make sensible choices with regards to size of paintbrush and type of paint selected for pointillist work. • Mix colours to match the desired colours (within reason), and record how these colours were achieved. • When evaluating their work, they compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the context in which the work was made.
W	<i>Some children will not have made so much progress and will:</i>	<ul style="list-style-type: none"> • Understand that pointillist artwork is made up of combinations of dots of differing colours. • Show some understanding of how primary colours can be used in dots to create the impression of a secondary colour. • Use at least 2 colours in a good attempt to match the desired flat colour in their pointillist work. • When evaluating their own work, they compare it with the work of others and can observe similarities and differences.
E	<i>Some children will have progressed further and will <u>also</u>:</i>	<ul style="list-style-type: none"> • Demonstrate an existing knowledge or appreciation of pointillism and/or impressionism. • Show a deeper understanding of why experimentation is necessary, and actively refer back to their experimental work to help them develop their work (transfer/application of learned skills). • Adapt and refine colour mixing and pointillist techniques as they work; verbalise or record decision-making and thoughts/reasoning. • Show a clear vision of how pointillist techniques could be further developed and refined.

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Suggested assessment methods

Main assessment:

- TWE sheets – using guidelines given

Additional opportunities:

- Finished outcomes
- Skills progression tracker
- Standard of evaluation
- Note significant/outstanding verbal comments/observations from chn on child record sheets

Please add masters of any assessment records developed to the file

Differentiation

Suggestions:

- Give E chn more freedom to research topic (using net/books/gathering photos etc).
- Give W chn support/encourage peer mentoring within topic groups.
- By expected outcome.
- Teacher could select an appropriate image for W chn to reproduce (simpler). E children could be encouraged to reproduce more complex images.

Please note on planning any other successful ways of differentiation used

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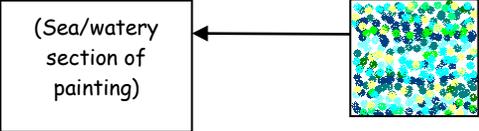
Resources provided with this pack	Reference materials provided	Exemplar work provided
<ul style="list-style-type: none"> • <i>Katie and the Bathers</i> by James Mayhew – in Art cupboard. • Choice of Seurat images to project onto white paper • Colour copies of a selection of paintings by famous artists. <p>*Original resources are also saved in Management Pool. Seurat images are saved in Teachers Pool/Folders for all Year Groups/ICT Whiteboard Resources/Art*</p>	<ul style="list-style-type: none"> • <i>Seurat</i> by Hajo Duching (for detailed background information) – kept in Art cupboard. • Background information on Seurat. • P.30 from above for colour wheel reference. <p>*Original reference materials are also saved in Management Pool where possible*</p>	<ul style="list-style-type: none"> • Example experimentation using Paint application (also saved in shared ICT whiteboard resources). <p>*Please add photos etc from your class*</p>

Resources required	Useful web links	Artist links
<p>OHP connected to laptop, large sheets of white paper (enough to cover projected area on whiteboard), colouring pencils, felt-tipped pens, cartridge paper, a selection of painting materials (block paint, readymix paint, acrylics), small paint brushes, cartridge paper,</p>	<p>Seurat http://www.latifm.com/artists/georges_seurat.htm</p> <p>Background information and Surrealist artists http://www.surrealism.org/</p> <p>Linking Art and ICT (Dahli reproductions using digital photography & Photoshop) http://www.adobe.com/education/digkids/lessons/dali.html</p>	<p>Georges Seurat Paul Signac Camille Pissarro</p> <p>Henri Matisse, Vincent Van Gough, Claude Monet,</p>

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	WALT/WILF	Learning objective	Skills Teaching	Activities
1. (2 hrs) "I can experiment with Pointillist techniques, tone and colour."	<p>WALT: What is Pointillism?</p> <p>Which artists are famous for using this technique?</p> <p>How does Pointillism work?</p> <p>WILF: Am I working effectively as a team up at the board?</p> <p>Am I able to complete the challenges set by working patiently only using dots?</p>	<p>To know the main features of Pointillist paintings.</p> <p>To apply knowledge of colour to create different tones and effects using just dots.</p>	<p>Ask children if they have ever heard of Pointillism before. If none have, tell them that it was an art movement – a style of painting – can they guess?</p> <p>Explain (reading from back page of <i>Katie and the Bathers</i> if needed) what Pointillism is. Have they ever seen any paintings made up of small dots or dashes like this? Do they know who they are by? Tell chn that the most famous Pointillist is Seurat.</p> <p>Read <i>Katie and the Bathers</i> to the children, showing the pictures as you read, and discussing. Discuss the fact that this book is aimed at young children, but it leaves a memorable impression on people of all ages. At the end of the book, ask children to note/sketch on their whiteboards 3 famous paintings by Seurat.</p> <p>Before the main activities, re-visit the colour wheel with the children. What are complementary colours? They are the colours opposite each other on a colour wheel (blue and orange, red and green, purple and yellow). Which colours do the children think would create a light tone? A dark tone?</p> <p>At the end of the session, switch off the projector and view the large Seurat image created by the children. Is it recognisable?</p>	<p>Ask the chn to stand at the back of the classroom. Project one of the supplied Seurat image onto huge pieces of white paper joined together & attached to white board. Allow the children time to visually explore and discuss the painting. Encourage discussion about the Pointillist technique. Point out different areas of the painting, and ask children to suggest the colours of the dots used to create the tones.</p> <p>Next, ask the children to come and sit on the carpet much nearer the projected image. Were they right about the colours? What are they surprised about? Talk about highlights and lowlights and the effect of different colours next to each other.</p> <p>One table group at a time, the children should come up to the picture and work as a team to 'go over' the dots making up an area of the picture using colouring pencils. They should pick the colours closest to the original.</p> <p>Meanwhile, the other children should complete some experimental work in their Art Diaries using felt-tipped pens.</p> <p><u>Suggested challenges</u></p> <ul style="list-style-type: none"> • Draw 4 5cm x 5cm squares in your Art Diary. Fill each with dots of differing sizes, and spaced out differently. What effects can you create using different shades of just one colour? • Colour a box with flat colour in your Art Diary (choose a secondary colour). Now, in a box next to this, try to create the same shade using only dots in primary colours. <p><u>Using ICT 'Paint' program (see example sheet enclosed)</u> Experiment using the smallest spray can paint effect to:</p> <ul style="list-style-type: none"> • Create a light shade of orange/purple/green using the two primary colours; then create a dark shade • Experiment with complementary colours and their effects, highlighting and low-lighting different areas.

	WALT/WILF	Learning objective	Skills Teaching	Activities
2. (1hr) "I can match shades by painting small dots."	<p>WALT: How are different paints used effectively? What different qualities do they have?</p> <p>How can I apply what I have learnt about Pointalism?</p> <p>WILF: Am I using my knowledge of colour mixing?</p> <p>Am I looking back at what I discovered last lesson about placement of coloured dots next to each other?</p> <p>What do I need to do to get closer to the shade I want?</p>	<p>To investigate the qualities of different paints and select preferred medium.</p> <p>To apply new knowledge about Pointillist techniques to match colours and shades.</p>	<p>Ask children up to 'teach' the class how to use different paints, drawing on their previous experience. Together discuss the visual qualities.</p> <p>Ensure that children are aware of how to care for paintbrushes, and are taught how to work cleanly.</p> <p>Emphasise through demonstration that they need only use the very tip of the paintbrush to paint the dots needed in Pointillism.</p>	<p>Chn should choose their preferred picture from the selection provided (see notes in differentiation). They should study the painting carefully and think about the colours used. They should select an appropriately sized section of this painting that they will reproduce in Pointillist style (e.g. 10x10cm), cut it out and stick it in their Art Diary, titling it up with the picture name and artist.</p> <p>Chn should then spend the rest of the session mixing and applying their preferred paint in 'swatches' of small dots to match the colours in the painting. They will need to use their knowledge of colour mixing, and also what they discovered last lesson about the effect of different colours used next to each other. They will need to stand back from their Art Diaries to view the effect they are creating from a distance. Arrows should be drawn from the colour swatches to the part of the painting they are matching. E children should note in words their thoughts and ideas as they work.</p> <div style="text-align: center;">  </div> <p>Notes should be made next to the swatches to record how mixed shades were achieved (e.g. 2 parts blue to 3 parts yellow).</p>

	WALT/WILF	Learning objective	Skills Teaching	Activities
3. (2 hrs) "I can reproduce a section of a famous painting in the style of Seurat."	<p>WALT: How can I accurately double the size of parts of a picture?</p> <p>How effectively can an artists work be reproduced in the style of another artist?</p> <p>How can we evaluate this project using a SWOT analysis?</p> <p>WILF: Am I using the measuring technique shown when sketching out the section of my picture?</p> <p>Am I matching the colours? (Stand back to test!)</p> <p>Have I considered strengths, weaknesses, opportunities and threats in my evaluation?</p>	<p>To compare methods and approaches, and adapt own work as necessary.</p> <p>To reproduce a picture in the style of a different well-known artist.</p> <p>To evaluate their own work, considering opportunities for developments, and difficulties they may have to overcome.</p>	<p>Share successes/struggles from last week and try to resolve and issues or difficulties together.</p> <p>Show chn how to use a ruler to measure and double the size of the main parts of an image.</p>	<p>Children should measure the section of the painting that they stuck in their Art Diaries last lesson, double the size of it, and draw a double-size box onto cartridge paper. Within this box, they should lightly sketch the outline of their selected section of the painting.</p> <p>Using their chosen paint type, the chn should reproduce the entire section using dots, carefully selecting the colours needed using the knowledge they have gained during this unit.</p> <p>The children should evaluate the success of the project as a whole using a SWOT analysis.</p>

Display note: The finished sections of painting should be displayed with the original painting so that viewers can guess which section has been reproduced. A photograph of the display should be placed in the children's art diaries as a permanent record of their achievement.

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Teacher's notes & ideas: