

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: LKS 2 - Year 3

Painting – Landscape

Friedensreich Hundertwasser 15.12.1928 – 19.2.2000 (Modern Art)

L.S. Lowry - 1.11.1887 – 23.2.1976 (Naïve Art)

Erin Hanson – 1981 – Present (Open Expressionism)

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

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.

Pupils should be taught:

- 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

Prior Learning (what pupils already know and can do)

Experience of colour, colour mixing, adding textured effects, drawing techniques and painting techniques.

End Points (what pupils MUST know and remember)

Know art depicting a landscape is a portrayal of an area of land or scenery in nature such as, mountains, desert, the coast, industrial areas or towns and cities.

Know that the term landscape and portrait refer to the orientation of a piece of art. (Portrait – the vertical and landscape- the horizontal)

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Know that landscape art has images placed in foreground, mid-ground and background (at the front, the middle and the back)

Know that a city skyline is a collection of buildings that are drawn in a line and often identified by their iconic shape.

Know that Friedensreich Hundertwasser was a famous 'Modern' artist, illustrator and architect who is known for his unconventional style of building designs.

Know that Hundertwasser's artwork had an abstract appearance and a formula of features; the use of multiple lines, sometimes faces in the backgrounds and circular trees like lollipops. He used bright colours.

Know his architectural design was coloured walls with different shaped windows. The buildings feature tiling and dome shaped rooftops. He also included nature and roof top gardens within his building designs.

Know that famous artist LS Lowry was self-taught and created imaginary landscapes that included, smoking chimneys, factories, roads, bridges and industrial wasteland. Sometimes he included buildings that existed or were similar in appearance to actual landmarks.

Know that American artist Erin Hanson is an 'Open Impressionist Artist' who created vivid coloured landscapes with a textured appearance. She was inspired by the work of Vincent Van Gogh.

Know how to talk about and describe artists' work, by using the new art vocabulary in this unit of work.

Know that all artists use sketch books and that these are to be used to collect ideas and practise skills.

Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions

Session 1

Key vocabulary: LS Lowry, landscape, schema, visual elements, line, texture, colour, composition, foreground, mid-ground, background, Friedenreich Hundertwasser, abstract, Erin Hanson

Ask the children what they understand by a landscape.

Explain that a landscape is a portrayal of an area of land or scenery in nature such as, mountains, desert, the coast, industrial areas or towns and cities. Artists capture landscapes in different ways and their work can be described using the visual elements, line, texture, colour.

Compare the schema of :

Friedenreich Hundertwasser, artist and architect;
L.S. Lowry, painter;
Erin Hanson, painter.

In sketchbooks, investigate LS Lowry, exploring and discussing his industrial landscape images. LS Lowry was self-taught and created imaginary landscapes that included, smoking chimneys, factories, roads, bridges and industrial wasteland. Sometimes he included buildings that existed or were similar in appearance to actual landmarks. Add pictures to sketchbooks and annotate.

<https://www.tate.org.uk/art/artists/l-s-lowry-1533>

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In sketchbooks, investigate Hundertwasser's abstract painted landscapes. Hundertwasser's artwork had an abstract appearance and a formula of features; the use of multiple lines, sometimes faces in the background and circular trees like lollipops. He used bright colours. Add pictures to sketchbooks and annotate.

Hundertwasser - Friedensreich Hundertwasser

Analyse the work of Erin Hanson, who was inspired by the work of Van Gogh. Can the children describe her style of painting? Can they see the textured effects she produces? Can they speculate from past painting experiences, what kind of paint she uses?

Erin Hanson - YouTube

Field of Blooms | Impressionism Work in Progress by Erin Hanson (Clips) - YouTube

Session 2

Key vocabulary: influenced, composition, perspective, foreground, mid-ground, background, mood, feelings

In sketchbooks, complete warm-up observational drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills and improve observational skills and recording accuracy. Use graded pencils, pens or graphite sticks.

Draw unfamiliar objects so children cannot draw from memory.

Remind the children of the industrial landscape work painted by LS Lowry. Can the children create an industrial landscape of their own influenced by his work?

Analyse his style. Stick in a photocopy of one of his industrial landscape paintings and use labels and colour testing to practise pencil shading techniques, using graded B pencils, graphite sticks and chalk pastels.

Children consider the composition of the piece to create simple perspective.

Use sugar paper as a ground colour. Choose a colour palette that will reflect the mood and feeling of Lowry's work. Children create a foreground, mid-ground and background in their work, with the images in the front of the work being larger than the images in the background.

Session 3

Key vocabulary: analyse, architectural style, undulating lines, imaginary, mosaic, dome, oil pastels, permanent markers, ink washes, wax resist

Using the page created in session 1 relating to Hundertwasser, children draw a collection of images that Hundertwasser included in his paintings. Add words and colours, but do not draw a picture. For example, thumbnail sketches of his lollipop trees, parallel lines of pattern, eyes and faces within the background.

Use this schema to create an elongated London or Liverpool Skyline of iconic buildings in Hundertwasser style. Use pencil, felt pens or wax crayons on a coloured card background. Control crayons to stay within the shapes neatly. Use felt pens to emphasise the feature of lines and shapes within the work.

Investigate Hundertwasser the architect. Analyse his architectural style/schema, his use of different shaped windows, undulating lines of tiling, mosaic effect tiles, dome shaped rooves and trees and roof gardens.

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Children draw from imagination to create an imaginary building. Use permanent markers to create pattern and detail. Use oil pastels and washes to add colour. Revisit the wax resist technique taught in Year 2.

Session 4

Key vocabulary: Erin Hanson, inspired by, Van Gogh, speculate, cotton bud, landscape, portrait

Using an Erin Hanson landscape for inspiration, children sketch out a basic design as a guide, without including fine details. (Use imagination rather than copying) Demonstrate how to use acrylic paint with small brushes, a spreader and cotton buds, to apply thick strokes of paint that give a textured effect.

Children create a small, detailed piece of work. Discuss which way will they should position their paper and why. Demonstrate how, and encourage children to mix colours on the paper as they go, building up colours, using the light colours first. Do not use water, wipe excess paint off on a paper towel.

Session 5

Key vocabulary: Evaluate, annotate.

Annotate sketchbook entries with dates, media used and skills practised.

Add simple comments about skills learned.

Children evaluate the different techniques learned and identify which ones they liked the most.

Know the names and art movements or genres of the featured artists.

Can children talk about artists' work and explain their preference? What might the artist be trying to communicate in their work? Would the children like to live in a Hundertwasser style house?

Future learning this content supports:

Work of other architects. How to use artists work as inspiration to produce individual creative responses.