

**Unit Overview for Art and Design - Subject: Painting**

**Year Three: Spring Term**

**Key Vocabulary:** colour, tint, tone, shade mix, apply, paint, explore wash, transparency, marks, watercolour, limited palette, flake white, ivory black, vermilion (red), Prussian blue and yellow ochre.

**Media/tools:** brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas, found and selected tools.

**Key Artists:**

Artists: LS Lowry



Curriculum Skills	Learning Intention	Key Knowledge
<p><b>PRIOR LEARNING</b>  <b>STARTING POINTS:</b>                      Most children can:                      Mix a range of colours and know which primary colours make secondary colours;                      Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.;                      Work on a range of scales e.g. thin brush on small picture etc.</p>	<p><b>Artists – evaluating, analysing and contextual knowledge</b></p> <p><b>What are the key techniques, style and influences of Lowry's work?</b>                      Investigate the painting of crowds in Lowry's work.                      Identify the key social interactions that happen in scenes.</p> <p><b>How was society and emotion reflected in Lowry's paintings?</b>                      Can you identify the social interactions in your own playground as you plan and sketch your own urban landscape.</p>	<p><b>INTENDED END POINTS:</b>  <b>UNDERSTANDING</b>                      Children will learn that:                      Use foreground, mid-ground and background in their descriptions of paintings.                      Know objects look smaller in the background and the whole object may not be seen.                      Know that objects that are further away usually appears smaller, higher up in the field of vision and their colouration is less vivid (vice versa for objects in the foreground – larger, lower and brighter saturations of colour).</p>
	<p><b>Accumulation of technical skills</b></p> <p><b>Can you emulate the key techniques and style of Lowry?</b>                      Sketch an outline of an urban landscape                      Practise painting techniques to create the human form and buildings, using oils/acrylics.                      Introduce one-point perspective.                      Identify and use Lowry's distinct 5 colour palette to create a painting.</p>	<p>Know brushes must be used appropriately and looked after in order to obtain the best results – pure colours can only be created using clean brushes and materials.                      Key features of the featured artists work and techniques.                      Name the colours used by Lowry – correct terms flake white, ivory black, vermilion (red), Prussian blue and yellow ochre.</p>

	<p><b>Innovation and Application</b>  <b>Can you paint your own urban landscape using Lowry's style and technique as an influence?</b>  Paint an urban landscape using Lowry's style, techniques and approach as an influence.</p>	
	<p><b>Creative Reflection</b>  <b>How effect was the painting?</b>  Was the palette first used in Lowry's paintings maintained?  How could the painting be improved?  How might the palette change in a modern urban landscape?  Why?</p>	
<p><b>Thinking Deeper:</b> How did Lowry's life experiences shape his art?</p>		
<p><b>Links to other subjects:</b></p>		
<ul style="list-style-type: none"> <li>• <b>Links Literacy :</b> Speaking and Listening, written and informative annotations.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Personal Development:</b> Children are given regular opportunities to make their own decisions and choices in their projects.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>S.M.S.C.:</b> Identify and express feelings in different ways. Use a broadening vocabulary to express both good and not so good feelings.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Cultural Capital:</b> Recognise, talk about and describe the work of artists from different cultures and times. Begin to show an understanding of the work of artists and make comparisons.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>British Values:</b> Freedom of expression and Mutual respect for others artistic endeavours.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Career:</b> Commercial artist– artists produce pieces when commissioned. Painting can be a career prospect.</li> </ul>		
<ul style="list-style-type: none"> <li>• <b>Equality:</b> Watch short documentaries about Lowry's life and work.</li> </ul>		