



Art Unit Planner Year: 4 Title: Landscape - Pointillism

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| Unit Overview | In this unit, children will look at a variety of pointillism, with a particular focus on Seurat and Signac. They will practise different pointillism techniques before planning, sketching and creating their own pointillism landscape, based on their topic of Llandudno. | |
| Prior Learning/ Links | EY – Landscapes Y1 – Geography – The World Around Us Y2 – Art – Landscapes Y3 – Art – The Rainforest/ Henry Rosseau Y4 – Geography - Llandudno | |
| Unit Title: Llandudno | Substantive Knowledge | Disciplinary Knowledge |
| Key Questions: How is this artwork created? What techniques and materials have they used? What has inspired this art work? | <ul style="list-style-type: none"> • That Pointillism was developed by Seurat and Signac in the 1880's. • It was a new branch of impressionism: neo-impressionism. They used oil paints and pointed end paintbrushes to create small, distinct dots. These are arranged in a pattern to form an image. • Children can appreciate and investigate a variety of pointillism pieces, identifying similarities and differences. • Children can talk about art using language such as mood, tone, shade. • There are different techniques for creating shades and highlights –children can talk about these. • Children know how to apply learnt techniques to create final piece. • Children evaluate their individual final piece using substantive and disciplinary language. | Art History: <ul style="list-style-type: none"> • Name of Artist/DOB+D • Era/ time period of Art (use specific names e.g. renaissance) • Medium • Materials they used • Methods they used • Inspiration Developing Ideas: <ul style="list-style-type: none"> • Plan out future work in a sketch book – experimenting with ideas and different media. • To use the sketchbook to develop and try out ideas. • Collect materials and examples of work for use in their own work. • Annotate ideas and create notes to indicate intentions. Drawing: <ul style="list-style-type: none"> • Draw for a sustained period of time. Painting: <ul style="list-style-type: none"> • Use a range of brushes to create different textures including colour, washes, thickened paint. • Mix colour, shade and tones with increasing confidence. • Develop a painting from a drawing. 3-D: <ul style="list-style-type: none"> • Produce paintings and work with texture and pattern. Print making: Texture, pattern, colour, line and tone: |



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| | | <ul style="list-style-type: none"> • Create texture and pattern with a wide range of media. • Create texture and pattern with drawing tools. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Explore the work of a range of artists and craftspeople. Describe similarities and differences between their work and practices. • Respond to art from different cultures and other periods of time. |
| Vocabulary | Trips/ Visits/Useful Websites/ Resources | Key Misconceptions: |
| <p>Substantive: Pointillism, painting, landscape painting, oil paint, pointed end brush, tint</p> <p>Disciplinary: landscape, tone, shade, mood</p> | <p>Llandudno trip.</p> <p>https://www.britannica.com/art/pointillism</p> <p>https://www.widewalls.ch/magazine/pointillism-dotted-art</p> | <p>Painted background.</p> <p>Dots too close together.</p> |