

**Prior Learning:**

Reception: Colour mixing, painting, fine motor and using a paint brush.

Year 1: Shades, colour mixing, tone, using brush strokes.

Year 2: Brush strokes (link back to the GFOL plan)

**National curriculum:**

- Use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own works.
- Evaluate and analyse.

**Vocabulary:**

colour, mix, Monet, artist, shapes, lines, primary colour, mood board, gradient, lighter, darker, circle, square, triangle, ruler, straight

**Snapshot overview**

Research. Who is Monet?  
What is he known for? How do you think he created his Art?  
Look at a range of art from 4 or 5 different artists and children to try to identify which artist did which piece.

Practise sketching the bridge and water movement.  
Create the bridge for a 3D effect.

Explore oil pastels and using them to mix colours.  
Children to record this onto a colour grid.

Recreate Monet's water lily painting remembering everything learned in this unit.

Learn about water lilies and practise sketching the shape of the water lily.

Children to make a frame for their finished piece.  
Evaluate.



**Art Medium Term Planning**

**Year Group: 2**

**Term:**

**Topic: Art**

	<b>Learning Objective</b>	<b>Input (including key questions and vocabulary)</b>	<b>Differentiation</b>	<b>Key learning</b>
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Session 1

I can research and discuss techniques used by Monet in a chosen picture

Introduce Monet and watch [www.duckstrs.com](http://www.duckstrs.com)–  
Ask: Who is he? What is he famous for? Show children pictures of his work. What do you notice about these? What do you like? What do you not like? How does he create his work? What colours does he use?

Have a selection of Monet pictures on the table for the chn to look at in small groups. Ask chn to look at the pictures and discuss the tone, shade, line, colour mixing, medium used and detail included.

What brush strokes do you think he has used? Children to discuss the brush strokes whether they are short or long?

Why do you think this?

Pictures below from left to right – The water-lily pond, water lilies, Poppies, the artist's garden, sunset in Venice and lady with a parasol.




Plenary: Feedback as a class – what they saw/thought – including line, tone, shade, colour mixing and medium. Record chn thoughts on sugar paper to display on working wall.

Mixed ability groups. Question prompt cards.

- Children discuss who Monet and difference and similarities.
- Children to learn the medium of water colour.
- Children to understand the brush strokes that he will use.

<p>Session 2</p>	<p>I can colour mix to create different hues of colour.</p>	<p>Recap: Who was Monet? What is he famous for? Show children pictures of his work. What do you notice about these? What brush strokes do you think he has used?</p> <p>Introduce water colour:  Recap: What is tone? (remind the children of tones from the GFOL)  Demonstrate how to use water colours.  Could you make these colours lighter or darker?  Demonstrate to the children that they can use more colour, adding white and black or adding more water?</p> <p>Children see the colour grid in their books. Teacher to demonstrate how to use the colour grid. Starting from darker to the lighter and too work down the page until the gets lighter? Teacher to demonstrate appropriate and clear brush strokes.</p>	<p>Mixed ability groups  Facilitate discussions</p>	<ul style="list-style-type: none"> <li>• Children to understand the term tone (light to darker) and begin to apply this.</li> <li>• Children to understand the meaning of lighter and darker.</li> <li>• Children to be able to use colour to create an imagine.</li> </ul>
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<p>Session 3</p>	<p>I can recreate a section of Monet's painting using different brushstrokes for effect</p>	<p>Recap: The colour grid from the last lesson- What is tone? How did you change the colours? What brushstrokes do you think Monet used? Discuss the colours used and how we made the colours.</p> <p>Explain how Monet's famous for his brushstrokes especially fast brushstrokes to create a reflection of light.</p> <p>Model to class now looking at the brushstrokes Monet used. Model zooming in to one section of the picture (cut out squares placed on top of a section of the picture to focus on) and focussing on how the brushstrokes were used to create that part of the painting.) Use one Monet picture for the whole class (Bridge and Water Lilies).</p>  <p>Children to have an A4 page in Art book split into quarters. Children to focus on one part of the picture (the grass in background) and try with long strokes. Children to then move onto their 2<sup>nd</sup> quarter and practise short brush strokes. Then the children practice creating the Bridge. Using short brush strokes and using colour mixing to recreate the Bridge section of the painting.</p>	<p>Lap and feedback – encourage explore different brushes to get desired brush strokes if needed .</p>	<ul style="list-style-type: none"> <li>● Children to understand the meaning of lighter and darker.</li> <li>● Children to be able to use colour to create an imagine.</li> <li>● Children to use and understand the appropriate brushstrokes.</li> </ul>
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Session 4/5	<p>I can recreate a Monet painting using colour mixing and brushstrokes for effect</p>	<p>Explain to the children that we are going to create our own picture in the style of Monet. Refer to the chosen pictures and the discussions on working wall. The colour grid from the last lesson- What is tone? How did you change the colours? What brushstrokes do you think Monet used? Discuss the colours used and how we made the colours.</p> <p>Teacher to model looking at brushstrokes and colour mixing from previous lesson. T to model mixing the colour into a pallet and checking it is the correct colour by using a section of their sketch books to check it is the right colour. Discuss the prominent feature like the bridge, water lilies, colours (how to mix these)</p> <p>Teacher to model using this page in sketch book to test the brush stroke for Water Lilies. Give a running commentary on what you are doing and why e.g. adding white to make it lighter, looking at where to start painting – top corner instead of the middle so that I can build up from the corner etc. Model beginning to recreate the chosen picture. Have detailed discussion about all of the pictures and where to start/what to think about.</p> <p>Once children have finished their pictures (and they have dried) Children to evaluate their peers work. Each child to be given another child’s work and to write 2 positive comments on a post-it note and to stick it to their work.</p>	<p>Modelled art available as a reminder for children.</p>	<ul style="list-style-type: none"> <li>• Children to recreate the appropriate short brushstrokes.</li> <li>• Children to use tone and colour mixing correctly.</li> <li>• Children to recreate an artist’s pictures.</li> <li>• Children to use the correct vocabulary when evaluating work.</li> </ul>
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Impact:

- To be able to recognise the features of Monet’s work – watercolours and brushstrokes
- To be able to mix colour to make different hues and shades.
- To be able to use a variety of brushes and brushstrokes to recreate an image
- To be able to retrieve 3 facts about Monet (E.g. one of the first impressionist painters)