



School name: _____ FOUNDATION PLANNING YEAR A



Theme: Landscape & Volcano Art

Year: 5-6

Term: Autumn 2

ART	D&T	Geography	History	ICT	MFL	MUSIC	PE & SPORT	PSHE/SMSC	RE	SCIENCE
x										

Lesson	Learning Objective and Success Criteria	Learning Tasks & Activities	Resources/ICT	Links to the Arts
1	<p><u>L.O. To understand how to describe the ideas, methods and approaches of artists' work.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to identify what I have seen in the environment and explain what I think and feel about it. 2. I should be able to identify different ideas and approaches and say what I think and feel about them. 3. I could record details of the approaches of different artists to inform my own work. 	<p>Input: Ask the children: what is a landscape? Show power point of various landscapes – what are the features?</p> <p>Look at the work of famous European artists. Focus on Van Gogh and Matisse. What are their characteristic styles? What is different, what is similar? Which do they like the most and why?</p> <p>As a class, Write the features of landscapes using key vocabulary and words to describe the style of the European artists Van Gogh and Matisse.</p> <p>Task: Children experiment – do a picture of a landscape in the style of Matisse or Van Gogh.</p> <p>Plenary: Gallery viewing of objects.</p>	<p>Landscapes PowerPoint</p>	<p><i>Van Gogh paintings: Wheatfield with Cypresses Farmhouse in a Wheatfield A Meadow in the Mountains</i></p> <p><i>Henri Matisse paintings: Landscape at Collioure Les toits de Collioure</i></p> <p><i>Examining the work of great artists from history and experimenting with their techniques.</i></p> <p><i>Producing creative work, exploring their ideas and recording their experiences.</i></p>

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2	<p><u>L.O. To understand how to compare the work of different artists.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to say what is similar and different about a painting. 2. I should be able to use my observational skills to discuss an artist's work. 3. I could accurately compare and contrast the work of two artists, focussing on each and every detail. 	<p>Input: Recap what we learnt in the last lesson. Look at works by Claude Monet of rivers ('Poplars on the Epte'), and Paul Cezanne's work on landscapes ('Mont Sainte Victoire'). Discuss similarities and differences in both artists' approaches to landscape. Encourage the children to carefully observe the paintings and then ask the following questions for them to discuss in pairs:</p> <ul style="list-style-type: none"> ▪ How has the artist used colour and pattern in the work? ▪ Do the colours blend or do they contrast? ▪ Which direction did the light come from? ▪ What materials were used? ▪ What techniques and skills has the artist used? ▪ Do you think the artist used sketches? ▪ Is there any feeling of life and nature in the work? <p>Task: In sketch books children to stick in an image for each of these artists and then around the edge annotate notes on both artists and the answers to the questions above.</p> <p>Plenary: Discuss answers and the different approaches used by the artists.</p>	<p>Pictures of the work of Monet and Cezanne.</p>	<p><i>Examining the work of great artists.</i></p> <p><i>Recording their observations and use them to review and revisit ideas</i></p> <p><i>Evaluating and analysing creative works using the language of art, craft and design.</i></p>

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3	<p><u>L.O. To understand how to show perspective.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand what perspective means. 2. I should be able to demonstrate perspective in real life. 3. I could use different sizes to create perspective in my work. 	<p>Input: Recap work from last week. Discuss perspective – what does this mean? Look at ‘A Desert Perspective’ PowerPoint which shows how a sense of perspective can be achieved.</p> <p>Take children outside either in the school grounds and ask them to take note of the environment – can they make oral observations about perspective? Ask the children to walk away and others to observe the change in relative size with distance. Also to note colours, shapes, textures and any comparisons with light and shade. What is the weather like? Can they imagine what the colours would be like if the weather was different?</p> <p>Task: Children to make pencil sketches of a part of the school grounds using perspective and light and shade. They can annotate their drawings with observations of colour/ weather, shape, space, textures. Later the other children can evaluate each other’s work – can they identify the landscapes drawn? Where are they?</p> <p>Plenary: Show children a collection of art which contains a volcano and get children to start discussing their favourite images.</p>	<p>Desert Perspective PPT Clip boards Pencils Paper</p>	<p><i>Improving their mastery of art and design techniques, including drawing</i></p>

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4	<p><u>L.O. To learn the skills required to plan a piece of art.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what pattern and texture mean and be able to describe them. 2. I should be able to start planning my techniques for my work. 3. I could evaluate what is effective. 	<p>Input: Discuss what we did last lesson. Following on from their observations and annotations of landscape around the school, discuss with the children any interesting patterns, textures and patterns they saw e.g. patterns in trees, grass, clouds, brickwork, the play of light on different surfaces and shadows.</p> <p>Look at how artists have responded to rural and urban environments. Ask the children to pair share discussion questions on one piece of work (choose a piece of artwork that contains a volcano) – what can they see? What was the focus of the work? Why did the artist select that particular viewpoint? What was the purpose of the work? Who was it for? How has the artist used line, colour and pattern in the work? Discuss methods used – e.g. using a vigorously, thickly painted area to create a windy effect or a cloudy, stormy sky.</p> <p>Discuss: How could these effects be replicated? Discuss how texture can be created and a more 3D effect be achieved.</p> <p>Task: Children experiment with different media types and then draw a small picture of what they hope their finished picture will look like.</p> <p>Plenary: Children answer: What materials are you going to use for your volcano? What will the perspective be? What skills are you hoping to use? What artist has influenced your design and how?</p>	<p>Paints, pastels, chalks, tissue paper.</p>	<p><i>Planning a design.</i></p>

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5	<p><u>L.O. To understand how to demonstrate the work of other artists in my own work.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to sketch a realistic volcano. 2. I should be able to use artists' techniques accurately. 3. I could draw using perspective. 	<p>Input: Recap all previous learning so far. Children pair share what they are going to do for their volcano and how they are going to create their desired effects. Children discuss perspective and how they can achieve the right perspective in their volcano pieces.</p> <p>Task: On A3 card, loosely sketch volcano scene that they have collected in their sketchbooks twice. On the first design, use oil pastels or water colours to work in the style of Claude Monet, building up colours in small blocks and mixing tones.</p> <p>On second sketch, use small pieces of tissue paper (flat not scrunched) and overlay them over design in the style of Matisse, building up design in slightly larger blocks of colour.</p> <p>Children then choose their favourite design for display.</p> <p>Plenary: Ask the children to talk about their work using the vocabulary they have learnt. What ideas have been incorporated into their work? Why have they selected a particular method or approach? How does it match their ideas? How have they used information collected in their sketchbooks together with their study of the work of Monet and Cezanne to inform their work? How well have they communicated their ideas about the environment in their work?</p>	<p>A3 White Card Tissue Paper Oil Pastels</p>	<p><i>Using the work of artists for inspiration.</i></p> <p><i>Improving their mastery of art and design techniques, including drawing and painting with a range of materials [collage and paint]</i></p>
6	<p><u>L.O. To understand how to demonstrate the work of other artists in my own work.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 4. I must be able to sketch a realistic volcano. 5. I should be able to use artists' techniques accurately. 	<p>Input: Recap all previous learning so far. Children pair share what they are going to do for their volcano and how they are going to create their desired effects. Children discuss perspective and how they can achieve the right perspective in their volcano pieces.</p>	<p>A3 White Card Tissue Paper Oil Pastels</p>	<p><i>Using the work of artists for inspiration.</i></p> <p><i>Improving their mastery of art and design techniques, including drawing and</i></p>

	<p>6. I could draw using perspective.</p>	<p>Task: On A3 card, loosely sketch volcano scene that they have collected in their sketchbooks twice. On the first design, use oil pastels or water colours to work in the style of Claude Monet, building up colours in small blocks and mixing tones.</p> <p>On second sketch, use small pieces of tissue paper (flat not scrunched) and overlay them over design in the style of Matisse, building up design in slightly larger blocks of colour.</p> <p>Children then choose their favourite design for display.</p> <p>Plenary: Ask the children to talk about their work using the vocabulary they have learnt. What ideas have been incorporated into their work? Why have they selected a particular method or approach? How does it match their ideas? How have they used information collected in their sketchbooks together with their study of the work of Monet and Cezanne to inform their work? How well have they communicated their ideas about the environment in their work?</p>		<p><i>painting with a range of materials [collage and paint]</i></p>
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7	<p><u>L.O. To understand how to successfully evaluate my work.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to say what went well with my volcano art. 2. I should be able to explain the choices that I made. 3. I could suggest what I would do differently next time. 	<p>Input: Congratulate the children on their volcano pictures. Say that an important part of the process is evaluating their shelter.</p> <p>What does this mean?</p> <p>Task: Children evaluate their work in their books.</p> <p>Plenary: Children share their evaluations and reflections.</p>	<p>Art books Pencils Rulers Handwriting pens</p>	<p><i>Evaluating as part of the process.</i></p>