



Theme Overview		Project Outcomes	
<p>In this art and design unit, the children will be exploring colour. This will be done through colour mixing. The children will also be exploring paintings by the artists Georges Seurat and his style of painting, 'Pointillism' and Georgia O'Keeffe style of painting, 'American Modernism'.</p>		<p>To know the primary and secondary colours and how to mix these colours to create darker and lighter shades. To use colour mixing to create a 'pointillist' picture in the style of Georges Seurat. To use colour mixing to create a flower painting in the style of Georgia O'Keeffe.</p>	
Skills Focus		Artist, Craftworker or Designer	
<p><b>Main Skills Focus:</b></p> <ul style="list-style-type: none"> <li>Name the primary colours on a colour wheel</li> <li>Name the secondary colours on a colour wheel</li> <li>To hold and use a paintbrush correctly</li> <li>Create shades of colours by adding black and white to the primary and secondary colours</li> <li>To use a palette to mix colours for a painting</li> <li>To use a palette to create colours and shades.</li> <li>Create a painting using a pointillist style.</li> <li>Create a painting in an American modernist style.</li> </ul>		<p><b>Artist: Georges Seurat</b>  <b>Island of the Big Bowl   The Eiffel Tower   The Channel at Gravelines</b></p>	
		<p><b>Georgia O' Keeffe</b>  <b>Poppy                                  Petunia                                  Two Cala Lilies</b></p>	
Linked Skills Focus:		Sequence of Learning	
<ul style="list-style-type: none"> <li>Can use drawing tools with increased control to investigate marks and represent observations with purpose and intention.</li> <li>Can draw carefully in line from observation, recording shapes and positioning marks with care</li> </ul>		<p><b>Lesson 1</b>  <b>LI: To know and name the primary and secondary colours on a colour wheel. To use a paintbrush effectively.</b>                      Look at a colour wheel initially with primary colours and then secondary colours.                      Children to use their sketch books.                      Watch a clip, 'How to use a paintbrush'                      Model to class how to mix colours using paintbrush.                      Explore creating these colours and then create own colour wheel with primary and secondary colours.                      Introduce use of shades by adding black and white paint.                      Children to explore creating shades of one colour of their choice in sketchbooks.                      Discuss whether it was easier or more difficult to create darker or lighter shades.                      Is there a colour which was more successful?</p>	
<p><b>Learning about great Artists, craftworkers and Designers:</b></p> <ul style="list-style-type: none"> <li>Georges Seurat</li> <li>Georgia O'Keeffe</li> </ul>		<p><b>Lesson 2</b>  <b>LI: To learn about the artist Georges Seurat and his art form pointillism. Explore shades of colours.</b>                      To read and learn some key facts about who Georges Seurat was and why he is remembered.                      Look at the paintings:  <ul style="list-style-type: none"> <li>Island of the Big Bowl</li> <li>The Eiffel Tower</li> <li>The Channel at Gravelines</li> </ul>                     Discuss the use of colour and the style of the painting.                      Children to compare the pictures.                      What is 'Pointillism'?                      Discussion about how they can see this in the paintings.                      Children to explore pointillism effect using cotton buds and paint in their sketch books.                      Choose a colour and mix a few shades of the colour and explore filling in a shape.                      Compare work and discuss what worked well and what could be improved.</p>	
<p><b>Teaching art and design skills and techniques at Mrs Bland's Infant School.</b></p> <ul style="list-style-type: none"> <li>To know and understand about great artists, craft makers and designers.</li> <li>Identify and exemplify the skills and knowledge</li> <li>Teach the children the skills and give them the opportunities to practise, refine and evaluate these.</li> </ul>		<p><b>Lesson 3</b>  <b>LI: To use colours and shades to create own picture of a flower in the 'pointillist' style.</b>                      Recap and remember learning from last two lessons.                      From a selection of photographs of flowers (daffodils, poppies and bluebells)                      Discuss the types of flowers in the photographs and identify shapes in petals and leaves. Compare similarities and differences with colours and shapes.                      Discuss the colours observed and different shades of colours and where they can be observed.                      Children will select a flower to paint in their sketch books in the style of Georges Seurat Pointillism.                      Children to sketch the flower in their sketchbooks.                      Using a palette, children to mix the colours they will need and use a cotton bud to apply the colour to create a painting of the flower.</p>	

<ul style="list-style-type: none"> <li>Model how to apply and combine skills in small steps, giving pupils confidence to create a final piece of artwork or a product.</li> </ul>	<p><b>Lesson 4</b>  <b>To learn about the artist Georgia O’Keeffe and her art form, American Modernism.</b></p> <p>To read and learn some key facts about who Georgia O’Keeffe was and why she is remembered. She was a passionate artist who followed her dream to paint what she saw.  Look at some of her paintings of flowers:</p> <ul style="list-style-type: none"> <li>• Poppies</li> <li>• Petunias</li> <li>• Two Cala Lilies</li> </ul> <p>Compare these paintings to those of her New York skyscrapers and desert paintings and discuss the difference in subject.  Look at the picture of Two Cala Lilies on IWB. Discuss shapes and size. Is there a background? How much space does the flower take up?  Teacher to model sketching one of the pictures and discuss the steps used to include the petals and leaves along with size and shape of the petals, leaves, stamen in relation to the size of the paper used.  Using enlarged copies of GOK’s paintings, the children can select one of choice and experiment with sketching the flowers taking into account size and shape in relation to the paper, in their sketchbooks.  Children to complete a post -it note and reflect on 2 areas of their sketching which worked well and 2 areas they would change.  Children to then select the size of cartridge paper they would like to use: A5, A4 or A3 to create their painting.</p>	<p><b>Lesson 5</b>  <b>To use sketching and painting to create a painting in the style of Georgia O’Keeffe.</b></p> <p>Children to recap on previous lesson.  Teacher to show modelled flower sketch to the class along with the three GOK flower pictures on the IWB.  Children to look at their sketches and read their post-it note on what they need to improve. Discuss how they might make some of these improvements.  Recap and discuss use of space and paper size in relation to sketch.  Children to select their paper (size which was chosen in previous lesson-but have enough for children to select any of the sizes).  Children then use sketch books and selected GOK picture to sketch their flower.  As a class, recap on using palettes, paintbrushes and shades of colour, look at this page in sketchbooks.  When ready, children to select colours required in their paint palette and in their sketch books experiment mixing colours until they are happy they have the colours required.  Children to paint their flower pictures.</p> <p>Take a photo of their artwork and stick this in their sketchbooks so it shows the progress of the work completed to achieve a final piece.</p>	<p><b>Lesson 6</b>  <b>LI: To know about famous artists and why their work is famous</b>  <b>To evaluate their artwork</b></p> <p>To quiz on what they can remember about Georgia O’Keeffe and Georges Seurat.  Have two large pieces of flip chart paper headed with each artist.  Can the children recall facts about:</p> <ul style="list-style-type: none"> <li>• the artist</li> <li>• their paintings</li> <li>• the style of their work which they are famous for</li> </ul> <p>Look at the work they have completed in their sketch books and talk to partners about their work in this unit.  Teacher to then share the words on the IWB- <i>sketch, draw, colour, palette, mix, shades, paintbrush, primary colours, secondary colours</i>  Children to then discuss and look at the pages in their sketch books which demonstrate these skills.  Teacher to record these ideas on speech bubbles, to be displayed with the painting on display.  What do they like about their work and what would they like to improve?</p> <p>Children to then mount their painting and prepare it for exhibiting. What information would they like people to know who view their work:</p> <ul style="list-style-type: none"> <li>• the process they followed</li> <li>• the artists they learned about</li> <li>• the style of the artworks learned</li> <li>• how they could improve their work further</li> </ul>
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