

Lacock School C of E Primary School

Medium Term Planning for Art - Beech Class Spring Term 2 2022-2023

Seurat and Pointillism

Topic / key question	Seurat and Pointillism			
Lesson 1	<p>Learning Intent:</p> <p>To find out who George Seurat was and explore his style of art.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none">• I know who George Seurat is and why he is famous.• I know what Pointillism is.• I can talk about how I think and feel about artwork.	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none">• Show children the picture of Seurat on the slides and explain that over the next few lessons we will be finding out about this artist and his artwork. Go through the information on the slides about art in France in the late nineteenth century and what Impressionism was.• Explain that Seurat's style of art was different to that of the Impressionists. Show children an example of one of his paintings. What method do you think he has used to create this painting?• Explain that Seurat developed a new style of painting called Pointillism. Explain what this is and show children some of his other works, including <i>La Grande Jatte</i>, his most famous painting. What do you think of his artwork? How is it different to the paintings other artists at the time were creating? <p>Independent work (HA / MA /LA or consideration for differing year groups)</p> <p>Year 2 - Provide children with the Picture Sheet showing <i>La Grande Jatte</i>. Give children some time to look closely at it to see what they can see. Children to see if they can spot each of the people, animals or objects listed and mark on the smaller version of the painting on worksheet 1A.</p> <p>Year 3 - Provide children with the Picture Sheet showing <i>La Grande Jatte</i>. Give children some time to look closely at it to see what they can see. Children to see if they can spot each of the people, animals or objects listed and mark on the smaller version of the painting on worksheet 1B. Children to then answer the questions.</p> <p>Year 4 – Provide children with the Picture Sheet showing <i>La Grande Jatte</i>. Give children some time to look closely at it to see what they can see. Children to see if they can spot each of the people, animals or objects listed and mark on the smaller version of the painting on worksheet 1C. Children to then answer the questions.</p>	Notes:

			<p>Plenary Tell children that <i>La Grande Jatte</i> is a very big painting measuring 2.08m by 3.08m. If possible, measure this out on a wall so children can see how big the painting is. He painted the whole thing using dots. How long do you think it took him? Invite children to share their guesses then tell them that it took nearly two years complete. He began in 1884 and finished in 1886!</p>	
Lesson 2	<p>Learning Intent: To explore how to create art in the style of pointillism.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can describe what Pointillism is. • I can experiment with a range of Pointillism. • I can state which method I preferred and describe my reasons. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> • Show children the picture of Seurat on the slides. What can you remember about this man? Show children the questions on the slides and see if they can remember the answers, then check on the slides. • Remind children what Pointillism is and show children the examples of Seurat's work on the slides. Tell children that today they will be having a go at creating some Pointillist artwork today. How do you think you could do this? Invite children to share their ideas, then go through the ideas on the slides showing children how they can use a variety of media, e.g. felt-tips, cotton buds, paintbrushes, etc. to create Pointillist artwork. <p>Independent work (HA / MA /LA) Year 2 - On worksheet 2A, children to colour in the blank letters using Pointillism. Children to choose a different method for each letter (e.g. using cotton buds, paintbrush, felt-tips) then choose their favourite method to colour in the border. Year 3 - On worksheet 2B, children to colour in the blank letters using Pointillism. Children to choose a different method for each letter (e.g. using cotton buds, paintbrush, felt-tips) then choose their favourite method to colour in the border. Encourage children to use a variety of patterns to colour their letters. Year 4 – On worksheet 2C, children to colour in the blank letters using Pointillism. Children to choose a different method for each letter (e.g. using cotton buds, paintbrush, felt-tips) then choose their favourite method to colour in the border. Encourage children to use a variety of patterns to colour their letters and to experiment with mixing coloured dots together.</p> <p>Plenary What did you think of using Pointillism to colour in pictures? Which method was easiest? Which do you think looked the best? Why? Encourage children to discuss their ideas as a class.</p>	Notes:
Lesson 3	<p>Learning Intent: To explore how Seurat used colour in his artwork.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I know how to mix colours to create secondary and tertiary colours. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> • What have we found out so far about Pointillism? Do you like Pointillism? Why or why not? Invite children to share their ideas. • Go through the slides explaining Seurat's experiments with colour and how he noticed that certain colours stand out next to each other. He was very interested in the scientific ideas about colour. He believed that complementary colours were 	Notes:

		<ul style="list-style-type: none"> • I know some pairs of complementary colours. • I can mix colours using Pointillism. 	<p>more vivid when optically mixed than when the paints were actually mixed together. What do you think this might mean? Invite children to share their ideas, then go through the information on the slides and colour wheels, complementary colours and optical mixing (i.e. by using dots next to each other rather than mixing blocks of colour).</p> <ul style="list-style-type: none"> • Explain that today children will be testing this out for themselves, either by mixing dots of primary colours to make secondary and tertiary colours, or by exploring complementary colours. <p>Independent work (HA / MA /LA) Year 2 - On worksheet 3A, children to use cotton buds dipped in paint to colour in the colour wheel in the Pointillist style. Children to use dots of the primary colours to mix the secondary colours. Year 3 - On worksheet 3B, children to use cotton buds dipped in paint to colour in the colour wheel in the Pointillist style. Children to use dots of the primary colours to mix the secondary colours. Children can use the Colour Wheel sheet to help if needed. When finished, children to answer the questions at the bottom of the sheet about complementary colours. Year 4 – On worksheet 3C, children to use cotton buds dipped in paint to colour in the colour wheel in the Pointillist style. Children to use dots of the primary colours to mix the secondary and tertiary colours. Children can use the Colour Wheel sheet to help if needed. When finished, children to answer the questions at the bottom of the sheet about complementary colours.</p> <p>Plenary Ask children to discuss the work they have completed today. How easy was it to mix colours together using Pointillism? Do you like the effect of mixing colours this way? Invite children to share their ideas.</p>	
Lesson 4	<p>Learning Intent:</p> <p>To explore Seurat’s painting and how he created effects and shading.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I can discuss artwork and say what I think and feel about it. • I can use Pointillism to create effects such as shading. • I can use Pointillism to blend colours. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> • Show children one of Seurat’s paintings on the slides. Who do you think painted this picture? What style did he use? Invite children to share their ideas, then remind children about Seurat and Pointillism. • Tell children we are going to be looking at some of Seurat’s other paintings today. Go through the slides showing the different paintings. For each one, children to discuss the questions, e.g. What can you see? What kinds of colours has Seurat used? • Show children the painting <i>Young Woman Powdering Herself</i> on the slides. How has Seurat used shading in this painting? Invite children to share their ideas, then go through the information on the slides about how this effect can be created using Pointillism. <p>Independent work (HA / MA /LA)</p>	Notes:

			<p>Year 2 - On worksheet 4A, children to practise creating shading using Pointillism by copying the boxes as closely as they can. When finished, encourage children to draw their own pictures and shade them using pointillism..</p> <p>Year 3 - On worksheet 4B, children to practise creating shading using Pointillism by copying the boxes as closely as they can. When finished, encourage children to draw their own pictures and shade them using pointillism.</p> <p>Year 4 – On worksheet 4C, children to replicate the shading shown in the boxes but shade using Pointillism. When finished, encourage children to draw their own pictures and shade them using pointillism.</p> <p>Plenary Ask children to leave the work they have done today on display on their tables. Give children a few sticky notes each. Ask children to walk around the classroom looking at the work of other children. On the sticky notes, children to write constructive feedback to leave next to people’s work. Challenge the class to make sure each piece of artwork has one comment that states what the artist has done well and one comment that suggests what the artist could do to improve their work in the future.</p>	
<p>Lesson 5</p>	<p>Learning Intent:</p> <p>To explore the work of other Pointillism artists.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> • I understand that Pointillism was an art movement that developed over time. • I can name some Pointillism artists. • I can explore the work of Pointillism artists and comment upon my findings. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> • What have we found out so far about Seurat? Invite children to share their ideas. • Explain that Seurat was the first artist to use this method of painting but that after Seurat, lots of other artists started using his technique. Go through the information on the slides slides about different Pointillist artists and encourage children to discuss what they think of the paintings as they look through them. • Whose paintings did you like the most and why? Invite children to share their ideas. <p>Independent work (HA / MA /LA)</p> <p>Year 2 - Ask children to get into pairs or small groups and tell them that today they will be choosing a Pointillist artist to explore. Provide each group with an Artist Card and a copy of Challenge Card A. Children to follow the steps on the card to create a poster about their artist. Children will need access to the internet, printers, books, etc. to create their posters.</p> <p>Year 3 - Ask children to get into pairs or small groups and tell them that today they will be choosing a Pointillist artist to explore. Provide each group with an Artist Card and a copy of Challenge Card B. Children to follow the steps on the card to create a poster about their artist. Children will need access to the internet, printers, books, etc. to create their posters.</p> <p>Year 4 – Ask children to get into pairs or small groups and tell them that today they will be choosing a Pointillist artist to explore. Provide each group with an Artist Card and a copy of Challenge Card C. Children to follow the steps on the card to create a poster about their artist. Children will need access to the internet, printers, books, etc. to create their posters.</p> <p>Plenary If children completed the main activity, choose a few groups to present their posters to the rest of the class. What was the most interesting thing you found out about your artist? Which of his Pointillism works do you like the most and why? If children completed the FSD? activity,</p>	

			<p>give them some time to have a look at the work of others. How does their work compare to your own? How could you improve your work next time?</p>	
<h2>Lesson 6</h2>	<p>Learning Intent:</p> <p>To be able to create a piece of pointillism artwork.</p>	<p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> I can make decisions about subjects and colours for my artwork, giving reasons for my choices. I can apply what I have learnt about Pointillism to create a piece of artwork. I can evaluate my finished artwork and compare it to that of my peers. 	<p>Starter Introduce lesson, LI and success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> We have learnt a lot about Seurat and Pointillism over the last few lessons. What has been your favourite Pointillist activity and why? Invite children to share their ideas. Tell children that today they are going to use everything they have learnt about Pointillism to create their own Pointillist artwork. This can be anything they want to paint. What could you choose as the subject for your Pointillist artwork? Invite children to share their ideas, then go through the suggestions on the slides. What do you think you will choose for your Pointillist painting? Why? What medium will you use to create your painting? Children to share their ideas. <p>Independent work (HA / MA /LA)</p> <p>Year 2 – Children to choose their own theme for their Pointillist picture or use one of the Idea Cards. Children to sketch out their picture first, then paint it using Pointillism. Encourage children to use larger dots in their artwork, e.g. by using cotton buds and paint.</p> <p>Year 3 - Children to choose their own theme for their Pointillist picture or use one of the Idea Cards. Children to sketch out their picture first, then paint it using pointillism.</p> <p>Year 4 – Children to choose their own theme for their Pointillist picture or use one of the Idea Cards. Children to sketch out their picture first, then paint it using Pointillism. Encourage children to use smaller dots in their artwork, e.g. by using the end of a paintbrush dipped in paint or felttip pens.</p> <p>Plenary Give children some time to look at the Pointillist artwork they have created today. Whose artwork do you particularly admire? Why? Have they used any techniques you could try to develop yourself? Give children some time to discuss their artwork together.</p>	