



MATERIALS	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	<p>L.O. 2 To be able to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O. 3 To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - water colours</p> <p>L.O. 4 To be able to know about great artists, architects and designers in history. Henri Rousseau</p>	<p>Study and make notes on the work of Henri Rousseau</p> <ul style="list-style-type: none"> <li>Create sketches of the distinctive form of the art</li> <li>Create a piece of art inspired by the work of Hennri Rousseau – use for display</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of Henri Rousseau and his works</li> <li>Understanding of using collage to create layers and depth</li> </ul>	<ul style="list-style-type: none"> <li><b>Use sketchbooks to make notes on artist study:</b></li> <li><i>Content</i> - Describe the art. What social, historical factors affect the work?</li> <li><i>Process</i> - When &amp; how was the work made? What materials &amp; techniques are used?</li> <li><i>Formal elements</i> - line, tone, colour, shape, form, composition, pattern, texture</li> <li><i>Mood</i> - What emotions does the work convey?</li> <li>Make studies of artist;s work to learn the techniques &amp; processes used. Use some of what they have learned from their artists's studies to produce original work</li> </ul>	Collage, layering, colour, mood, technique, Henri Rousseau impressionist
Lesson 2	<p>L.O. 2 To be able to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Study and make notes on the work of Margaret Mee</p> <ul style="list-style-type: none"> <li>Create sketches of the distinctive form of the art</li> </ul>	<ul style="list-style-type: none"> <li>Study of Margaret Mee as a significant artist contrasting with Henri Rousseau</li> </ul>	<ul style="list-style-type: none"> <li><b>Content</b> - Describe the art. What is the art used for?</li> <li><b>Process</b> - When &amp; how was the work made? What materials &amp;</li> </ul>	Watercolour, botany, botanical, conservationist, realism, compare , contrast

	L.O. 4 To be able to know about great artists, architects and designers in history. Mae and Henri Rousseau			techniques are used?	
Lesson 3	<p>L.O. 1 To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>L.O. 2 To be able to create sketch books to record their observations and use them to review and revisit ideas</p> <p>L.O. 3 To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - water colours</p>	Develop techniques using the medium of watercolour	<p>Know how tones are made by mixing a light colour (not white) with a dark colour (not black) eg lemon yellow with a dark red, identifying how they could use this skill in their own work.</p> <p>Knowledge of colour mixing to show space eg thin colours look distant; intense, war, thick colours look closer</p> <p>Knowledge of tone to show shadows giving illusion of form</p> <p>Brush techniques. Use of colour was.</p>	<p>Experiment confidently with media and tools before making a final work of art.</p> <p>Explore tones made by mixing a light colour (not white) with a dark colour (not black) eg lemon yellow with a dark red, identifying how they could use this skill in their own work.</p> <p>Use knowledge of colour mixing to show space eg thin colours look distant; intense, war, thick colours look closer</p> <p>Use knowledge of tone to show shadows giving illusion of form</p> <p>Draw on experience to select and use tools in appropriate ways to achieve intentions</p>	Watercolour, colour wash, colour, tone, depth, light and dark, perspective
Lesson 4	L.O. 2 To be able to create sketch books to	Using a range of plants develop techniques of still life drawing using pencil	Know why different media is chosen for their properties	Develop the use of sketch pencils to create different effects	Sketchin, still life, form, tone, line, shape, shading, perspective

	<p>record their observations and use them to review and revisit ideas</p> <p>L.O. 3 To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - water colours</p> <p>L.O. 4 To be able to know about great artists, architects and designers in history. Mee and Henri Rousseau</p>		<p>Know techniques of cross-hatching, shading and thick/thin lines to show the quality of tone with sketch pencils of different grades</p> <p>The use line to create movement and form</p> <p>How artists use analysis of an object or view by making several drawings from different viewpoints</p> <p>Study the representation of space with distant tones being paler, distant spaces smaller, close details visible and distant objects are shapes without detail</p> <p>Understand how artists use shape, space, texture, tone, line, form and colour</p>	<p>Become confident in the use of cross-hatching, shading and thick/thin lines to show the quality of tone with a variety of media</p> <p>Become confident in the use line to create movement Use the above to create form</p> <p>Analysis of an object or view by making several drawings from different viewpoints</p> <p>Become confident in the representation of space with distant tones being paler, distant spaces smaller, close details visible and distant objects are shapes without detail</p> <p>Become confident in the use of shape, space, texture, tone, line, form and colour</p>	
Lesson 5 & 6	<p>L.O. 1 To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>L.O. 2 To be able to create sketch books to</p>	<p>Use sketchbooks to create a series of still life drawings of plants using the combined techniques of sketching and watercolour</p> <p>Create a final small watercolour in the style of Margarete Mee</p>	<p>Know how tones are made by mixing a light colour (not white) with a dark colour (not black) eg lemon yellow with a dark red, identifying how they could use this skill in their own work.</p> <p>Knowledge of colour mixing to show space eg thin colours look distant; intense, war, thick colours look closer</p>	<p>Experiment confidently with media and tools before making a final work of art.</p> <p>Explore tones made by mixing a light colour (not white) with a dark colour (not black) eg lemon yellow with a dark red, identifying how they could use this skill in their own work.</p> <p>Use knowledge of colour mixing to show space eg thin</p>	<p>light and dark shading line form hatching</p> <p>contour hatching cross hatching blending wet on dry wet on wet</p> <p>dry brush damp brush lifting out effect texture</p>

	<p>record their observations and use them to review and revisit ideas</p> <p>L.O. 3 To be able to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - water colours</p> <p>L.O. 4 To be able to know about great artists, architects and designers in history. Mee and Henri Rousseau</p>		<p>Knowledge of tone to show shadows giving illusion of form</p> <p>Brush techniques. Use of colour was. Know why different media is chosen for their properties Know techniques of cross-hatching, shading and thick/thin lines to show the quality of tone with sketch pencils of different grades</p> <p>The use line to create movement and form</p> <p>How artists use analysis of an object or view by making several drawings from different viewpoints</p> <p>Study the representation of space with distant tones being paler, distant spaces smaller, close details visible and distant objects are shapes without detail</p> <p>Understand how artists use shape, space, texture, tone, line, form and colour</p>	<p>colours look distant; intense, war, thick colours look closer</p> <p>Use knowledge of tone to show shadows giving illusion of form</p> <p>Draw on experience to select and use tools in appropriate ways to achieve intentions Develop the use of sketch pencils to create different effects Become confident in the use of cross-hatching, shading and thick/thin lines to show the quality of tone with a variety of media</p> <p>Become confident in the use line to create movement Use the above to create form</p> <p>Analysis of an object or view by making several drawings from different viewpoints</p> <p>Become confident in the representation of space with distant tones being paler, distant spaces smaller, close details visible and distant objects are shapes without detail</p> <p>Become confident in the use of shape, space, texture, tone, line, form and colour</p>	<p>representation atmosphere Margaret Mee observation botanical tone 3 dimensional movement imagination layering angle purpose mood legacy compare contrast overlapping medium materials equipment control</p>
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