



Cherry Tree Academy Medium Term Art

LKS2	Autumn 1	
	Painting - Landscape	
	Year 3	Year 4
	L1: Who was LS Lowry? L2: Who was Friedenreich Hundertwasser? L3: How does Hundertwasser’s landscape style differ from his architectural style? L4: Why was Van Gogh so influential? L5: Who was Erin Hanson? L6: How can I evaluate my work?	
Key Concepts to assess	L1: Children know art depicting a landscape is a portrayal of an area of land or scenery in nature such as, mountains, desert, the coast, industrial areas or towns and cities. Know that famous artist LS Lowry was self-taught and created imaginary landscapes that included, smoking chimneys, factories, roads, bridges and industrial wasteland. L2: Children know that a city skyline is a collection of buildings that are drawn in a line and often identified by their iconic shape. L3: Children know that Hundertwasser’s artwork had an abstract appearance and a formula of features; the use of multiple lines, sometimes faces in the backgrounds and circular trees like lollipops. He used bright colours. L4: Children know who Van Gogh is, why he was famous and can discuss his most famous paintings. L5: Children know that American artist Erin Hanson is an ‘Open Impressionist Artist’ who created vivid coloured landscape with a textured appearance. L6: Children can evaluate and annotate their work. They know that wax resist is the painting technique of using wax crayons or oil pastels to draw patterns, over painted with water-based paint.	L1: Children know that landscape art has images placed in foreground, mid ground and background (at the front, the middle and the background). Know that sometimes he included buildings that existed or were similar in appearance to actual landmarks. L2: Children know that Friedensreich Hundertwasser was a famous ‘Modern’ artist, illustrator and architect who is known for his unconventional style of building designs. L3: Children know his architecture design was coloured walls with different shaped windows. The buildings feature tiling and dome shaped rooftops. He also included nature and roof top gardens within his building designs. L4: Children can remember key details about Van Gogh and his work. They can compare his work to other famous artists in discussions with peers. L5: Children know Erin Hanson’s artwork was influenced by Van Gogh and can make links between their works. L6: Children can annotate and evaluate their work. They know the wax repels water so only covers the paper where there is no wax.
Vocabulary	LS Lowry, landscape, line, texture, colour, composition, chalk pastels, perspective, abstract, skyline, analyse, imaginary, mosaic, dome, oil pastels, permanent markers, ink washes, wax resist, Van Gogh, speculate, cotton bud, landscape, portrait,	Scheme, visual elements, foreground midground and background, architectural style, undulating lines, inspired, speculate
Experiences	Visit to Wakefield Gallery	
SMSC	General knowledge of famous artists, art gallery visit building culture, sharing views and ideas.	



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British Values	Individual liberty, mutual respect, democracy, tolerance
School Values	Considerate, healthy, inclusive.



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LKS2	Spring 1	
	Cave art – Parietal Art	
	Year 3	Year 4
	<p>L1: What is the historical significance of Cave Art? L2: What was Lascaux? L3: To create cave art using oil pastels. L4: What was creating cave art like? L5: How can I use clay to improve my art? L6: How can I evaluate my work?</p>	
Key Concepts to assess	<p>L1: Children know cave art is a type of parietal art and is the earliest known art-making in human history. L2: Children know Lascaux is a cave that houses some of the most famous examples of prehistoric cave paintings. L3: Children know how to make collaborative backgrounds using oil pastels. They know what resources to use to make prehistoric paintbrushes and can explain why they have chosen each item. L4: Children can produce their own cave art. They know which primary colours can be mixed to form earthy tones. They can create positive and negative paintings. L5: Children know how to create an indent impressed print and can add their own interpretation of cave art drawings to the clay. L6: Children know how to use a sponging technique. They can annotate and evaluate their work.</p>	<p>L1: Children know the significance of cave art and can illustrate their point with examples. L2: Children can describe and discuss Lascaux cave paintings and can compare cave art to other types of art. L3: Children can use oil pastels using previously taught techniques. They can carefully select resources to make effective prehistoric paintbrushes and can evaluate and annotate their technique. L4: Children use carefully selected resources to create their own cave art. They know the difference between positive paint and negative charcoal and can discuss. L5: Children can discuss their creations and use what they have learned to describe their art. L6: Children can compare the sponging technique to other learned techniques and can discuss why 'sponging' is the chosen technique. They can annotate and evaluate their work.</p>
Vocabulary	Parietal, Lascaux, prehistoric, collaborative, pastels, primary, earthy, positive, negative, sponging, air-dry, indent, impressed.	Illustrate, significance, technique, ancestors, archaeologist, rough, uneven, coarse, pigment, limonite, hematite, oceanic.
Experiences	Making caveman paint brushes with natural items	
SMSC	General knowledge of famous artists, building culture, sharing views and ideas.	



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LKS2	Summer 1	
	Collage – Surface Texture	
	Year 3	Year 4
	L1: What is mosaic? L2: Who was Gustav Klimt? L3: Who is Cleo Mussi? L4: Who was Antonio Gaudi? L5: How can I add surface texture to improve my work? L6: Have I created my own Gaudi?	
Key Concepts to assess	L1: Children know mosaic is a pattern or image made of small regular or irregular pieces of coloured stone, glass or ceramic, held in place by plaster/mortar, and covering a surface. L2: Children can remember key facts about Gustav Klimt and can discuss pieces of his artwork. L3: Children know the key features of Cleo Mussi’s work and can recreate their own version. L4: Children know key information about Antonio Gaudi. They can design a Gaudi-style architectural piece of art that includes mosaic patterns, surface relief and embellishment. L5: Children know what surface texture is and how to add it to their work. L6: Children can annotate their work to show the skills they have learned.	L1: Children know what a mosaic is and can discuss and compare different mosaics from a range of artists. L2: Children know who Gustav Klimt is and why he is important to the world of art. They can discuss their opinions of his work and compare to other artists they have learnt about. L3: Children can recreate an interpretation of Cleo Mussi’s work and can annotate and evaluate their creation. L4: Children know key information about Antonio Gaudi. They can design a Gaudi-style architectural piece of art that includes mosaic patterns, surface relief and embellishment. They can say why they have chosen a specific technique for a specific part. L5: Children can articulate why adding surface texture improves their work and how it links to Gaudi. L6: Children can annotate their work to show skills they have learned and can evaluate to show how to improve.
Vocabulary	mosaic art, surface embellishment, collage, texture, line drawing, re-use, recycle, cement, gothic, architect, surface texture, relief, spirals, sponging.	mood board, tesserae, reassemble, crockery, grout, art-nouveau, Sagrada De Familia, undulating.
Experiences		
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