

Topic	London Through Artists Eyes	Key Subject focus	Art	Phase	3/4	Cycle no.	2
						Term	Sum 2
Previous Learning: Year 1/2 – Leftover art, Florence Nightingale sculptures Year 3/4 – City and Countryside- Lowry and Constable				Future Learning: Year 5/6 – River Thames Year 5/6 – Seascapes – Turner			
National Curriculum Objectives				School KPI's			
Art	<ul style="list-style-type: none"> To produce creative work, exploring their ideas and recording their experiences To evaluate and analyse creative works using the language of art and design To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials To know about great artists – Canaletto and Monet To use sketch books to record their observations 			<ul style="list-style-type: none"> To identify how London has changed over time and how this has been represented in art. To understand how art and representation has changed over time. To understand how light and movement is represented in impressionist paintings. To understand that sculpture is a physical representation of an idea and that it does not have the physical form of what it represents. To improve mastery of art and design techniques using a range of materials including watercolours. 			
Geography	<ul style="list-style-type: none"> To look at London as the capital city of the UK and identify its human and physical characteristics, land use patterns and understand how some of these aspects have changed over time. 			<ul style="list-style-type: none"> To develop clay techniques including shaping, rolling and etching. 			
Statement of intent: During this topic pupils will: <ul style="list-style-type: none"> Learn about the works of Canaletto and Monet and how they represented London, including Waterloo Bridge and famous landmarks including Big Ben. Visit London and create sketches of famous landmarks. Develop painting techniques including light, tone and shading using watercolour paints so that they can create their own series of paintings based on winter/ summer, night and day. Visit the Ferry Quays sculpture and create their sculpture representing the River Thames with clay. 							
Activities: Look at Tate – 8 things to know: Impressionists in London Explore London virtually and create sketches of famous landmarks including the London Eye, Big Ben etc.							
Learning Intentions:				Tasks:			
Week 1 To know about great artists – Canaletto To evaluate and analyse creative works using the language of art and design To identify how London has changed over time and how this has been represented in art.				<ul style="list-style-type: none"> Look at pictures by Canaletto's The River Thames with St Paul's Cathedral – talk about his choice of colour, how he represents boats, River Thames and people. What do you like/ dislike? Look at famous London landmarks and how London has changed over time Look at how people are dressed and the fashions of the time and how they compare to today https://artuk.org/discover/artworks/westminster-bridge-with-the-lord-mayors-procession-on-the-thames-245559/search/actor:canaletto-16971768/page/2/view_as/grid https://www.tuttartpitturascolturaipoesiamusica.com/2016/09/Canaletto-london.html			

<p>Week 2 To know about great artists – Monet</p> <p>To understand how art and representation has changed over time.</p> <p>To understand how light and movement is represented in impressionist paintings.</p>	<ul style="list-style-type: none"> • Look at Monet’s Waterloo Bridge and compare with Canaletto’s representation of London. What is the same? Different? • Compare the different techniques and styles and how the style/buildings have changed – which do you prefer? Why? • Use watercolour techniques to show changes in light e.g. shading, blending • Children to create their own version of Waterloo Bridge in the style of Monet <p>https://www.claude-monet.com/waterloo-bridge.jsp https://www.worcesterart.org/exhibitions/waterloo-bridge/ https://www.youtube.com/watch?v=7CkFI0zcPOM (watercolour tutorial)</p>
<p>Week 3 To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials.</p> <p>To produce creative work, exploring their ideas and recording their experiences</p> <p>To look at London as the capital city of the UK and identify its human and physical characteristics</p>	<ul style="list-style-type: none"> • Use virtual tools to look at images of Waterloo Bridge and Hungerford Bridge today – discuss what can be seen in terms of buildings, road layout, human use etc. Make comparisons with Monet’s work. • Create sketches of different landmarks and views using pencil – talk about how to use a pencil to sketch and to shade • Children to create their own representation of either Waterloo Bridge or Hungerford Bridge today using pencil. <p>https://www.youtube.com/watch?v=lrFUY65NICE (timelapse of Waterloo Bridge) https://www.youtube.com/watch?v=D-ng5_waufY (timelapse of Hungerford Bridge) https://www.youtube.com/watch?v=OezMavBqWXc (tutorial on pencil techniques)</p>
<p>Week 4 To understand how light and movement is represented in impressionist paintings</p> <p>To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials.</p>	<ul style="list-style-type: none"> • Look at images of summer and winter views of Waterloo Bridge and Hungerford Bridge and talk about how they are the same or different. Look at the predominate colours in the sky and how this can be represented in art. • Children to use watercolours to create two paintings of either Hungerford Bridge or Waterloo Bridge- one in the summer and one in the winter. Focus on the techniques of blending and shading. • Create a class gallery of artwork and encourage children to review their work identifying what is effective and what they would improve.
<p>Week 5 To improve their mastery of art techniques, including drawing, painting and sculpture with a range of materials</p> <p>To understand how light and movement is represented in impressionist paintings.</p>	<ul style="list-style-type: none"> • Watch the video of someone crossing the bridge at night and look at images of the bridges at night time. Talk about the lights and the reflections on the water. Compare with previous pictures of the bridges in the daytime. • Children to practice drawing reflections on water using a given template. • Look at Monet’s Waterloo Bridge: the sun in the fog. Talk about how he has the sun reflected in the water and how this version of the painting is different from the one we looked at before. • Children to create two paintings using watercolours which represent day and night in paintings. Focus on techniques showing movement and movement. <p>https://www.youtube.com/watch?v=slcs9KEUhhMM (video of someone crossing Golden Jubilee Bridge)</p>
<p>Week 6 To improve their mastery of art techniques, including drawing, painting and sculpture with a</p>	<ul style="list-style-type: none"> • Look at the modern sculpture in Ferry Wharf (either in photos or by visiting the site). Encourage the children to talk about what it represents. Whether they like it or not; giving reasons for their choices.

<p>range of materials</p> <p>To understand that sculpture is a physical representation of an idea and that it does not have the physical form of what it represents</p> <p>To develop clay techniques including shaping, rolling and etching.</p>	<ul style="list-style-type: none"> • Using clay, children to practice a range of shaping techniques including rolling and pinching and practice using tools to make marks and etchings. • Children to design their own sculpture for the new development in Brentford, thinking about what is special about Brentford and things that they think represent our area and the location of the new development e.g. the canal, the river, the high street etc. • Children to create their own sculpture using clay, thinking about the aesthetic qualities of their design and the techniques they are using to create the shapes. • Classes to create a gallery of their sculptures for parents and other classes to visit.
---	---

<p>Key Vocabulary: Artist, painting, pastels, watercolours, oils, shading, blending, shading, soft, hard, sketch, stroke, reflection, representation, impression, Sculpture – rolling, squashing, pinching, shaping, moulding, cutting, joining, shape, pattern, markings</p>	<p>Cross Curricular links: Geography – places in and around the UK History – changes over time to a familiar place</p>
<p>Resources: (already in school) Clay Clay tools Watercolours Paintbrushes</p>	<p>Resources: (may need) Clay</p>