

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: LKS 2 - Year A – Spring

**Painting** – Landscape

**Friedensreich Hundertwasser** 15.12.1928 – 19.2.2000 Modern Art

**L.S. Lowry** - Naïve Art 1.11.1987 – 23.2.1976

**Erin Hanson** – Open Expressionism 1981 -

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Key stage 2

Pupils should be taught 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history

### Prior Learning (what pupils already know and can do)

Experience of colour, colour mixing, adding textured effects, drawing techniques and painting techniques.

### End Points (what pupils MUST know and remember)

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.

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Know that the term landscape and portrait refer to the orientation of a piece of art. (Portrait – the vertical and landscape- the horizontal)

Know that landscape art has images placed in foreground, mid ground and background (at the front, the middle and the background)

Know that a city skyline is a collection of buildings that are drawn in a line and often identified by their iconic shape.

Know that Friedensreich Hundertwasser was a famous 'Modern' artist, illustrator and architect who is known for his unconventional style of building designs.

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.

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.

Know that famous artist LS Lowry was self-taught and created imaginary landscapes that included, smoking chimneys, factories, roads, bridges and industrial wasteland. Sometimes he included buildings that existed or were similar in appearance to actual landmarks.

Know that American artist Erin Hanson is an 'Open Impressionist Artist' who created vivid coloured landscape with a textured appearance. She was inspired by the work of Vincent Van Gogh.

Know that wax resist is the painting technique of using wax crayons or oil pastels to draw patterns, over painted with water-based paint. The wax repels water so only covers the paper where there is no wax.

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions

**Session 1: LS Lowry, landscape, schema, visual elements, line, texture, colour, composition, foreground midground and background, chalk pastels, perspective.**

Artists capture landscape in different ways. Compare the schema of Friedenreich Hundertwasser, artist and architect, L.S. Lowry painter, Erin Hanson - painter.

Artists' work can be described using the visual elements. Line, texture, colour.

<https://www.tate.org.uk/art/artists/l-s-lowry-1533>

In sketchbooks complete warm-up observational drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills. Alternate the exercises over the 5 sessions at the start of each lesson to improve observational skills and recording accuracy. Use graded pencils, pens or graphite sticks.

**Draw unfamiliar objects so children cannot draw from memory.**

In sketchbooks investigate LS Lowry. Using his industrial landscape images. Can the children create an industrial landscape of their own influenced by his work?

Step 1. Analyse his style. Stick in a photocopy and use labels and colour test to practice pencil shading techniques using graded B pencils, graphite sticks and chalk pastels.

Children consider the composition of the piece to create simple perspective. Create a foreground midground and background in work. Images in the front of the work will be larger than items in the background.

Use sugar paper as a ground colour. Choose colour palette that will reflect the mood and feeling of Lowry's work.

**Session 2 Friedenreich Hundertwasser, abstract, skyline**

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In sketchbooks investigate Hundertwasser abstract painted landscape. Complete a page of his schema. Learn about the artist's work. [Hundertwasser - Friedensreich Hundertwasser](#)

Draw a collection of images he includes in his paintings. Add words and colours do not draw a picture. Ex Lollipop trees, parallel lines of pattern, eyes and faces within the background. Use this schema to create an elongated London or Liverpool Skyline of iconic buildings in Hundertwasser style. Use pencil, felt pens or wax crayons on a coloured card background. Control crayons to stay within the shapes neatly. Use felt pens to emphasise the feature of lines and shapes within the work.

**Session 3: Analyse, architectural style, undulating lines, imaginary, mosaic, dome, oil pastels, permanent markers, ink washes, wax resist,**

In sketchbooks investigate Hundertwasser the architect. Analyse his architectural style/schema Different shape windows / undulating lines of tiling, mosaic effect tiles, dome shaped rooves. Trees and roof gardens.

Draw from imagination to create an imaginary building. Use permanent markers to create pattern and detail. Use oil pastels and washes to add colour. Wax Resist technique. Class large scale collaborative work.

**Session 4: Erin Hanson, inspired by , Van Gogh, speculate, cotton bud, landscape, portrait,**

[Erin Hanson - YouTube](#)

[Field of Blooms | Impressionism Work in Progress by Erin Hanson \(Clips\) - YouTube](#)

Analyse the work of Erin Hanson. She was inspired by the work of Van Gogh. Can the children describe her style of painting? Can they see the textured effects she produces? Can they speculate from past painting experiences, what kind of paint she uses?

Use acrylic paint and small brushes, a spreader and cotton buds to apply thick strokes of paint that gives a textured effect. Choose a Erin Hanson landscape for inspiration. Sketch out a basic design first as a guide but do not worry about drawing detail. Be creative do not copy.

Create a small, detailed piece of work. Which way will you position your paper? Mix colours on the paper as you go. Build up colours, use the light colours first. Do not use water, wipe excess off on a paper towel.

Session 5:

**Evaluate, annotate.**

Know names & art movement or genre of focus artists.

Annotate sketchbook entries with dates, media used, and skill practiced.

Add simple comments about skills learned.

Children evaluate the different techniques learned and which they liked most. Talk about -Which artist work do the children prefer? What might the artist be trying to communicate in their work? Would the children like to live in a Hundertwasser style house?

Future learning this content supports:

Work of other architects. How to use artists work as inspiration to produce individual creative responses.