



Crofton Junior School – Art Knowledge Organiser – The Rhythm of the Rain – Year 4 Summer Term



Unit of Work	Art – The Rhythm of the Rain – Seascapes – Claude Monet
Text Driver the Unit of Work Links to	The Lighthouse (Video) The Rhythm of the Rain
Key Strand	Develop Ideas Master Techniques – Painting Take Inspiration From the Greats
Overview of the Unit of Work	<p>Pupils will learn about the art movement ‘Impressionism’ and how it became popular in France in the 19th Century. They will look specifically at the artist Claude Monet and how he was the founder of Impressionism.</p> <p>Pupils will also collect information, sketches and resources, adapt and refine ideas as they progress, explore ideas in a variety of ways and comment on artworks using visual language. Additionally they will use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines, mix colours effectively and experiment with creating mood and use watercolours to produce washed for backgrounds then add detail. Finally, pupils will replicate some of the techniques used by Monet. The pupils will create a seascape painting inspired by Monet.</p>
Prior Learning & Vocabulary	<p>During the Spring Term in Year 3, the children will have learnt how to collect information, sketches and resources, adapt and refine ideas, explore ideas and comment on artworks using visual language. They will have also looked at the great artist Wassily Kandinsky and learnt how to replicate his techniques.</p> <p>Vocabulary: Develop, collect, sketch, resources, adapt, refine, explore, visual language.</p>
Sticky Knowledge	<p>Pupils will learn:</p> <ul style="list-style-type: none">• Impressionism became popular in the 19th Century and impressionist preferred to paint landscapes of everyday life, often depicting people relaxing or showing views of nature.• Impressionists were called so because they were not trying to create a realistic picture but an ‘impression’ of what the object, landscape or person looked like to them.• Impressionists believed it was important to capture movement and life and try to show it as if it were happening before our eyes in the painting.• Monet is described as "the driving force behind Impressionism". Crucial to the art of the Impressionist painters was the understanding of the effects of light on the local colour of objects, and the effects of the colours next to each other.• To collect information, sketches and resources, and how to adapt and refine ideas as they progress.• How to explore ideas in a variety of ways and comment on artworks using visual language.

- How to use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines, mix colours effectively and experiment with creating mood and use watercolours to produce washed for backgrounds then add detail.
- To replicate some of the techniques used by Monet to create a seascape.



New Vocabulary

impressionism: an effect produced in the mind, a vague idea
 optically: through the eye or the sense of sight
 hatching: drawing with fine, parallel lines to show shading
 linear: consisting of straight lines
 cross-hatching: like hatching but with two or more sets of parallel lines that cross one another
 stippling: drawing or painting with dots or light dabs
 impasto: paint applied thickly so the brush marks are seen
 essence: the most important characteristic
 wash: to create a background colour on a canvas

Post Learning

During the Autumn Term of Year 5, pupils will develop and imaginatively extend ideas from starting points throughout the curriculum and spot the potential in unexpected results as work progresses. They will also collect information, sketches, resources, and present ideas imaginatively in a sketchbook and comment on the artworks with a fluent grasp of visual language.

During the Spring Term of Year 6, pupils will use painting techniques when looking at the work of Henri Rousseau.