







 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p><b>Year 1</b>  <b>Kandinsky – Concentric Circles</b></p> <ul style="list-style-type: none"> <li>• Use of line</li> <li>• Light/ dark colours</li> <li>• Mixing from primary colours</li> <li>• Creating tints and tones</li> </ul>  <p><b>Year 2</b>  <b>Van Gogh – Starry Night</b></p> <ul style="list-style-type: none"> <li>• Mixing paint – tints and tones</li> <li>• Using paint to create texture</li> </ul>  <p><b>Year 3</b>  <b>Pablo Picasso – Woman with a blue hat</b></p> <ul style="list-style-type: none"> <li>• Increase skill and control</li> <li>• Can mix colours with accuracy – tertiary colours</li> <li>• Know where colours are on the colour wheel</li> <li>• Explore links between colour and feelings</li> <li>• Introduce cubism and different styles of art</li> </ul> 	 <p><b>John Constable – A view on Hampstead Heath</b></p> <ul style="list-style-type: none"> <li>• I am an artist</li> <li>• I can explore my local area, appreciating the animals and nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Colour                         <ul style="list-style-type: none"> <li>- Primary, Secondary, tertiary, complementary, light/dark, hot/cold.</li> </ul> </li> <li>• Line                         <ul style="list-style-type: none"> <li>- Outline of the trees, curved, organic, thick and thin</li> </ul> </li> <li>• Tone                         <ul style="list-style-type: none"> <li>- Light/dark to show perspective, depth, near and far</li> </ul> </li> <li>• Form                         <ul style="list-style-type: none"> <li>- Creating perspective, realistic landscapes 3D</li> </ul> </li> </ul>

Enquiry Question – Who was John Constable?	Enquiry Question – How did Constable paint his landscapes?	Enquiry Question – Where did Constable get his inspiration from?
Concept - Artists	Concept - Artists	Concept – Generating Ideas (drawing)
<p><b>Biographical knowledge</b></p> <p>John Constable was born in 1776 in England. He was described as an English landscape painter in the naturalistic tradition. He was known for painting mainly the areas surrounding his home, which he invested a lot of his time.</p> <p>Although his paintings are now among the most popular and valuable in British art, Constable was never financially successful. He did not become a member of the establishment until he was elected to the <a href="#">Royal Academy</a> at the age of 52. His work was embraced in France, where he sold more works than in England.</p> <p>When John toured the south coast, he was attracted to the sea at Weymouth and this inspired Constable to develop new techniques of brilliant colour and vivacious brushwork. Swirls of colour demonstrate how one colour was blended into the next, to capture the mood and feel of a subject at that moment in time.</p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• The children to write facts about John Constable and why his paintings are important.</li> <li>• Create a Mind Map as a class</li> </ul>	<p><b>Technique and Style</b></p> <p><a href="#">Constable: The Great Landscapes   Tate Britain</a>  <a href="#">V&amp;A · John Constable – An Introduction (vam.ac.uk)</a></p> <p>Using the landscape paintings from the above resources, have the children discuss what they can see, what they like, what they think Constable wanted others to feel looking at his paintings. Give children a selection of paintings to discuss.</p> <p>Using one as a teacher model, look and talk about the key elements within the painting.</p> <p>Colour, line, tone, texture (thick oil paint), form (if appropriate)</p> <p><b>Task</b></p> <p>Children to annotate ‘A view on Hampstead Heath’ with the key elements labelled and detailed.</p> <p><b>Colour</b> – lighter colours for the clouds, using darker tints for rain clouds, darker colours on the trees like a silhouette or shadows</p> <p><b>Line</b> – brush strokes are curved to form the clouds, there is a straight line painted to separate the sky and the ocean</p> <p><b>Tone</b> – the ocean is painted blue where it is darker to show waves and lighter in the distance, the grass shows tone by darker green for the grass and a lighter green where the grass is drier.</p>	<p>"I should paint my own places best", he wrote to his friend John Fisher in 1821, "painting is but another word for feeling". We know that he loved to paint things that were familiar to him and his local area. The children will paint their local area – Upton Heath.</p> <p><b>Constable's techniques</b></p> <p>It is well known that Constable often painted on thin homemade card (made from two or three pieces of paper glued and pressed together). Before he painted on the paper laminate, he applied a coloured 'ground' (an initial coating or priming) to the entire sheet. This is like creating a background with a wash.</p> <p>Constable used the colour of these grounds which were often left visible in places to give a particular atmosphere to his scenes. This can be seen with two scenes painted on Brighton Beach in 1824. He used a pink ground for a sunny evening in July and a brown ground for a stormy day with dark clouds approaching.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Constable often sketched first the outline of his landscapes. Looking at some of Constable's paintings under the microscope really brought to light Constable's use of the technique.</p> <p><u>Explicit Teaching – Drawing</u> – with the children teach how to draw a landscape. My turn, Your turn.</p>

**(Texture** – the oil paint creates a texture on the painting)

**Form** – the painting takes on a 3D effect

**Task**

- The inspiration for the children will be their local walk to Upton Heath. The children visited the heath in the Autumn term and will be revisiting during the Summer term.
- Children will visit Upton Heath and sketch the landscape, using Constables paintings as examples.
- The children will use photos as stimulus to sketch the landscape at Upton Heath – this will be used for their final piece.

Enquiry Question – How can we create a landscape painting of the local area?	Enquiry Question – How effective were my choices in creating a painting like Constable?
<b>Concept – Making (2 Lessons)</b>	<b>Concept - Evaluating</b>
<p>Lesson 1 – Explicit skill based Part 1</p> <ul style="list-style-type: none"> <li>- Review ways to paint – focussed brush strokes – direction of strokes</li> <li>- Children using what they have learnt about colour – tertiary – to create mood and show form</li> <li>- Children recall using different size brushes for different purposes.</li> <li>- The children will use simple outlines of a drawn landscape to experiment with different brush strokes and creating a background wash – this is the skill. – Give the children more than one to paint.</li> </ul> <p>Part 2</p> <ul style="list-style-type: none"> <li>- Explicitly model how to paint with background, foreground and middle ground using perspective in the landscapes.</li> <li>- Show the children how to paint in steps – building on each step to create the landscape. My Turn, Your Turn</li> </ul> <p>Lesson 2</p> <ul style="list-style-type: none"> <li>- The children will use the skills they learnt from previous lessons to paint their original sketch of Upton Heath in the style of Constable. Use photographs as stimulus for the children to use appropriate colours.</li> </ul> <p>Part 1 – creating a background wash – setting the mood – time of day...</p> <p>Part 2 – painting the background, foreground, middle ground, showing perspective and the layers of the landscape.</p>	<p>Children will identify the elements that they have used in their portraits – Colour, line, tone, texture (thick oil paint), form (if appropriate)</p> <p>Children will be able to talk about the reasons why they have made their specific choices and reflect on their effectiveness.</p> <p>Use their sketch books to evaluate their final painting.</p> <p>Children will be able to compare their work with others and the artist.</p> <p>How might this inspire you to make your own artwork?</p> <p>What do you like/ dislike? Why?</p>

