'Landscapes - Seaside' Knowledge Mat

Year 1/2 – Year B – Summer

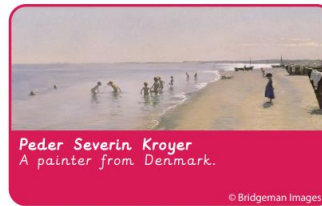| Subject Specific Vocabulary	
Composition	The way different elements of a picture are arranged
Figurative	Art work which looks like real life
Landscape	Natural scenery, a piece of artwork depicting natural scenery
Horizon line	A line which runs left to right across the page
Impressionism	The 'impression' of what the person, object, light or place looked like, rather than what it actually looks like.
Post impressionism	An art movement which came from impressionism artwork created to express the artists thoughts and feelings.
Representation	Portraying someone in a particular way
Technique	The way of completing a task
Shading	Drawing darker pencil marks to show different tones
Tones	The lightness or darkness of something
Evaluate	Review and identify strengths and weaknesses.

Artists' work looked at:

Peder Severin Kroyer
A painter from Denmark.
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Joaquin Sorolla
A painter from Spain, who painted portraits and landscapes.
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Auguste Renoir
An artist from France who was a leading painter in the development of the Impressionist style.
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Vincent Van Gogh
One of the most famous post-impressionist painters. He was from the Netherlands.
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'Sticky Knowledge' about Landscapes

The horizon line is where te sky meets the ground.
Different tints can be made by adding whites to lighten colours
Textures can be made using materials which can show how things feel when touched.

Skills to be taught:

Designing, analysing and planning ideas.

- Investigating landscapes by different artists. (What can you see?, how does it make you feel?, What is the artist saying about the land or about him/herself?)
- Investigating how horizon, colour tints and textures can be used to add detail in landscapes (asking and answering questions about famous landscape painitngs)

Working with tools, equipment, materials and components.

- Experimenting with lines and materials to show pattern and texture
- Indepednent design of a landscape using careful observation (Exploring mark making and colour tinting techniques)
- Exploring colour to add in natural forms using paint and colour mixing to lighten and darken on top of textures.

Evaluating processes - Verbal and written

- Evaluate their work – who is it influenced by
- Identifying strengths and areas for development. I like… I dislike … I think … went well because… I think … did not go well because …
- I think …. Would like to see my self portrait