

# Europe – Year 3

Overview: The children will start by researching the artists chosen for this project: Monet and Banksy. Each week, the class will develop a painted diorama (a 3D picture) inspired by Monet's 'Water Lily' painting. The children will use watercolour, collage, oil pastel and paper craft techniques to create their diorama. The class will also practice a variety of watercolour techniques, such as wet on wet and wet on dry to develop their final piece.

**Visual Language:** *painting, watercolour, technique, collage, coiling, impressionism, colour, mood, artist, texture, create, wash, design, diorama.*

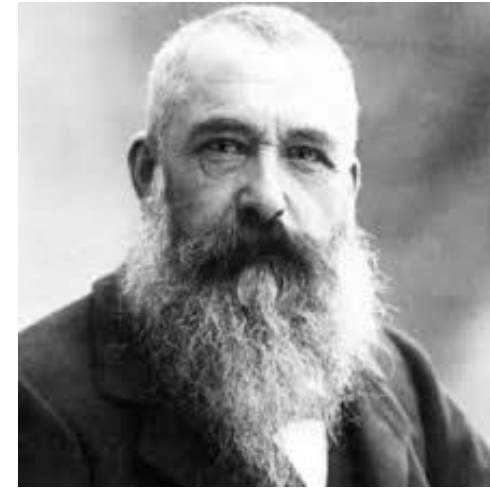
**Skills evident throughout:**

- *Develop ideas from starting points throughout the curriculum.*
- *Adapt and refine ideas as they progress.*
- *Explore ideas in a variety of ways.*
- *Comment on artworks using visual language*



**Claude Monet** was born on November 15, 1840, in Paris. He loved to draw as a child. He began drawing caricatures of people and he was able to make some extra money from his drawings.

Around the age of eleven, Claude entered a school for the arts. His mother supported him becoming an artist, but his father wanted him to take over the family grocery business. Claude met some other artists around this time and began to use oil paints to paint the outdoors.



Right -*The Water Lily Pond (Japanese Bridge 1)*



Left -*The Water Lily Pond (Japanese Bridge 1)*





**Banksy** is a British street and graffiti artist. He likes to remain anonymous. He often draws in highly visible public places such as on buildings or train stations. His paintings are often about politics, war, and other important topics.



'Water Lilies Trash'



'Girl with Balloon'



Larger images  
to look at in  
detail



*The Water Lily Pond  
(Japanese Bridge 1)*  
by Claude Monet 1899





*The Water Lily  
Pond (Japanese  
Bridge 2)*  
by Claude Monet





## **Lesson 1:** Art appreciation.

Sketch book – The children will use a double page in their sketchbook to look at the work of Monet and Banksy. They will write 3 facts about each artist and respond to the question prompts below.

How are the paintings different?

Which one do you prefer and why?

Do you think Monet's painting would look different today?

### **Skills**

- *Collect information, sketches and resources.*
- *Adapt and refine ideas as they progress.*



## Lesson 2: Using watercolours

Look at Claude Monet and Banksy. Consider how the artists have used the colour to create mood. Using different techniques (wet on wet, blending, oil wax resist, adding salt and wet on dry), practice watercolour skills in sketch books.

### Skills

- *Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.*
- *Mix colours effectively.*
- *Experiment with creating mood with colours.*





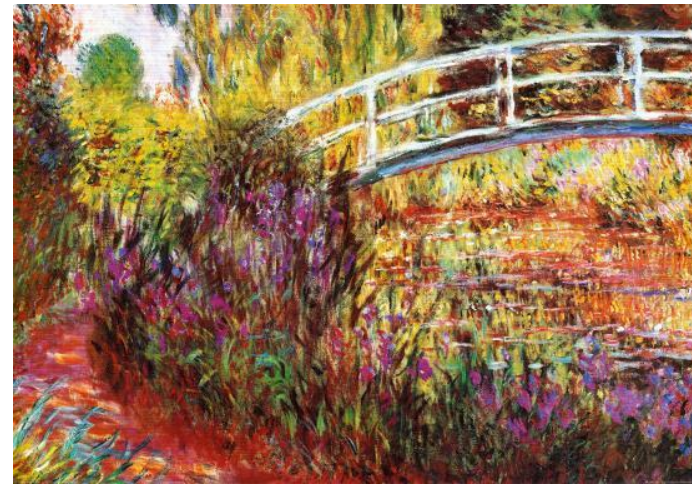
### **Lesson 3:** Creating a background using oil pastels.

On A3 cartridge paper the class will create a background for their diorama, inspired by Monet's 'Water Lily' painting. Using oil pastels the class will observe and draw the shapes and colours of the water, trees, flowers and plants.

Allow the children to choose to use greens and blues, or reds and yellows to evoke mood.

### **Skills**

- *Create original pieces that are influenced by other.*
- *Replicate some of the techniques used by notable artists, artisans and designers.*





#### **Lesson 4:** Using a watercolour wash and adding a bridge.

The children will use a wash using watercolour paint and salt. They will use the skills they practiced in lesson 1 to paint over their oil crayoned backgrounds, filling in the gaps and adding depth.

While the class are waiting for their backgrounds to dry, they will create the bridge using pieces of coloured card cut into small rectangles. Once the paintings are dry, the children will stick the rectangles onto their background in the form of a bridge.

#### **Skills**

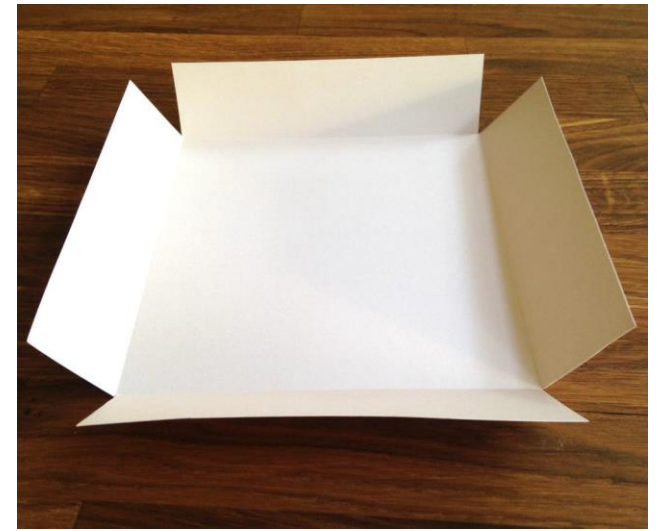
- *Mix colours effectively.*
- *Experiment creating mood with colours.*
- *Use watercolour paint to produce washes for background then add detail.*
- *Replicate some of the techniques used by notable artists, artisans and designers.*



## **Lesson 5:** Adding detail onto painted background.

The teacher/TA will need to cut and prepare each child's diorama. This will involve cutting 4 slits in each corner of the background, scoring using a ruler/scissors, and taping together the corners to create a 3D diorama.

The children can cut/tear photocopied images of Monet's work into interesting shapes to stick on top of their backgrounds. To add depth they can print using doilies, sponges, and acrylic paint. Finally, to create a foliage foreground, they will use strips of coloured paper to coil and spiral, which can be stuck onto the front 'shelf' of their dioramas. (*see example below*)



### **Skills**

- *Select and arrange materials for a striking effect.*
- *Ensure work is precise.*
- *Use coiling and overlapping.*
- *Create original pieces that are influenced by others.*





## **Resources:**

**Cartridge paper** - £29.94 (170gsm A3 500pk) <https://www.tts-group.co.uk/cartridge-paper-170gsm-a3-500pk/DCHD170A3.html>

**Oil crayons** - £7.19 (assorted 50pk) - These have loads of different uses and are well worth buying.

<https://www.tts-group.co.uk/pentel-oil-pastels-assorted-50pk/AR02740.html>

**Watercolour Paints** - £1.99 for each pack. 15 packs will be enough for 1 between 2.

<https://www.tts-group.co.uk/tts-watercolour-tin/1016509.html>

**Watercolour brushes** - £9.99 (assorted 30 pk)

It's best to get 2 packs so that each child has a similar size brush to use.

<https://www.tts-group.co.uk/watercolour-paint-brushes-assorted-30pk/1000216.html>

**System 3 green, blue, red and orange acrylic (water based) paint** - £8.39 (500ml) Can't beat acrylic paint especially in the upper stages of KS2. It gives a strong, bold colour but can also be diluted with water to create washes. Make sure aprons are worn as its difficult to wash out and also wash paintbrushes straight after use.

<https://www.tts-group.co.uk/daler-rowney-system-3-acrylic-paint-500ml/1004124.html>

**Coloured blue, green, red or orange card** - £8.99 (200pk A4)

<https://www.tts-group.co.uk/intensive-coloured-card-assorted-230-micron/1012179.html>

**Coloured paper** – £3.99 (250pk A4)

<https://www.tts-group.co.uk/assorted-coloured-paper-100gsm-250pk/1015109.html>

**Doilies** - £4.99 (120pk)

<https://www.tts-group.co.uk/doilies/1012376.html>

**PVA glue, table salt, and print outs of Monet's art work for each child**



*Please feel free to contact us with any questions:*

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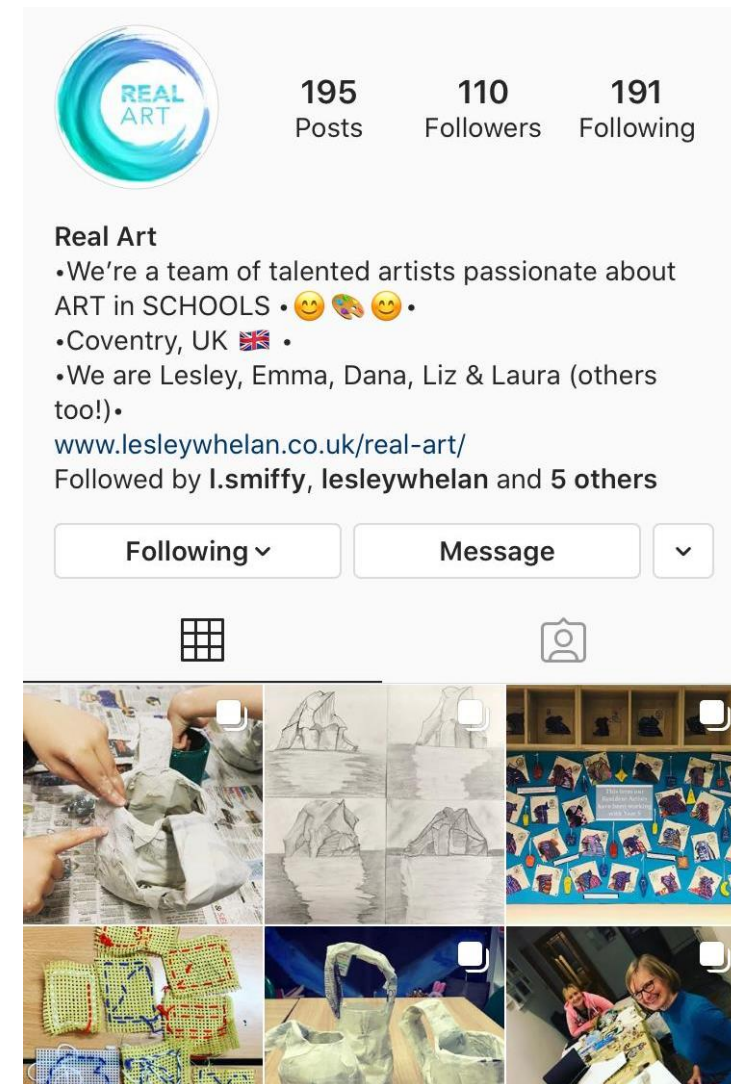
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Yr 3 – Spring		Milestone 1 by Year 2	Milestone 2 by Year 4	Milestone 3 by Year 6	More and Most able
<b>To develop ideas</b>		<ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<ul style="list-style-type: none"> <li>• Study the history of art, craft and design, including major movements from ancient to modernist periods.</li> <li>• Develop ideas and increase proficiency in their execution.</li> <li>• Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work.</li> <li>• Use a range of drawing techniques to record observations and to generate ideas.</li> </ul>
<b>To master techniques</b>	Drawing	<ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour (own work) neatly following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils</li> </ul>	<ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase proficiency in drawing and in handling different materials.</li> <li>• Analyse and evaluate work to strengthen the visual impact.</li> </ul>



	Painting	<ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul>	
	Collage	<ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned)</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of media including oils, watercolours, videos and installations.</li> </ul>
	Sculpture	<ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul>	



	Print	<ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>	
	Textiles	<ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul>	
	Digital media	<ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	
<b>To take inspiration from the greats (classic and modern)</b>		<ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.</li> </ul>

