



Art

Henri Rousseau

1844-1910

Post Impressionism/ Naïve

Year 3 Unit 1

Intent:

In this unit, pupils will learn what Post Impressionist art is and how to build towards creating their own post impressionist work. They will build on their previous Year 2 exploration of drawing, painting and collage in a post impressionist way. In lessons 1 and 2, they will look at the work of Henri Rousseau and explore his influences in the art world. Using revisited drawing, painting and collage techniques along with using complimentary colours, pupils will create their own Post Impressionist work of art. This will lay the foundations for future creations as they move through the school and allow pupils to start to recognise themselves as Artists.

Pupils should be taught to:

Know:

What Post Impressionist art is.

Who Henri Rousseau is.

How to use graded pencils to create shades and tone.

Be able to:

Work in the style of an artist.

Explore using complimentary colours when painting/drawing.

Explore decoupage/collage techniques.

Combine learnt art skills to create a final piece.

Prior learning:

EYFS	Year 1	Year 2			
Explore and play with a wide range of media and materials	Drawing techniques/colour mixing/ simple collage	Revisiting Post Impressionism			

Key Vocabulary:

Core Knowledge

Post Impressionism	Post-Impressionism is an art movement that developed in the 1890s. It is characterized by a subjective approach to painting, as artists opted to evoke emotion rather than realism in their work.
Naïve Art	Naïve art describes the work of an artist who did not receive formal education in an art school or academy, for example Henri Rousseau.

Technical Vocabulary

Complimentary Colours	Complementary colours are two colours that are on opposite sides of the colour wheel. As an artist, knowing which colours are complementary to one another can help you make good colour decisions.
Drawing Mediums	Materials to draw with such as ink, graphite, charcoal and pastel.
Tone	The lightness or darkness of something.
Shade	To add black to a colour to make it darker.

Decoupage

Decoupage is the art of decorating an object by gluing coloured paper cut-outs onto it in combination with other decorative elements.

Misconceptions

Not true

Teach this

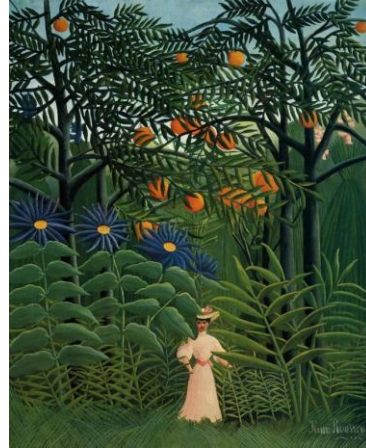
Other artists disliked Henri Rousseau.

This is somewhat true at the beginning of her career as he wasn't a trained artist, but towards then end he was seen as a 'self-taught genius.' Artist Pablo Picasso found Rousseau's painting "Portrait of a Woman" in a second-hand store and became a fan.



Key Works of Art




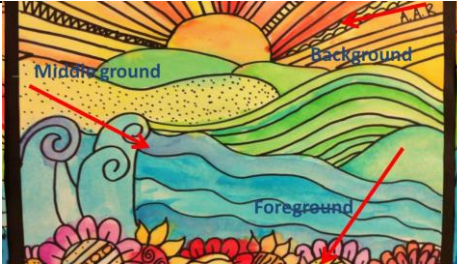



Tiger in a Tropical Storm (1891)



Women Walking in Exotic Forest (1905)

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Examples/Art references
1	<p>What is Post Impressionist art?</p> <p>LO: To investigate what Post Impressionist art is and know who Henri Rousseau is.</p>	<p>Input: Show pupils examples of post impressionist art, include some of Rousseau's work but not solely his work. (This will follow on in session 2) Ask the children to think about what they can see in the images. Ask the children to recall what post-impressionist art is- What can they remember from year 2?</p> <p>Task: Print one or two post impressionist art pieces and have the children annotate/appraise the piece. Using questions eg: What do you think this painting shows? What do you like/dislike? What techniques do you think the artist has used? What mediums has the artist used to create this piece? How does this piece make you feel?</p> <p>Cumulative questions 1 & 2</p>	
2	<p>How can I add tone and shade to an art piece?</p> <p>LO: To experiment with adding tone and shade using graded pencils.</p>	<p>Input: Explain who Rousseau is and why he is important. Show examples of his work and discuss with the children.</p> <p>Task: Explain that we have different graded pencils to add depth, tone and shading to our drawings. Let the children experiment with the pencils- make sure they initial the pencil next to each experiment, so they can refer to them later. Give the children an example of Rousseau's work and ask them to focus on one section. They should have a go at drawing their chosen section using the graded pencils, focussing on tone and shade. (Use a view finder if needed)</p> <p>Cumulative questions 1- 4</p>	

<p>3</p>	<p>How does Rousseau use nature in his work?</p> <p>LO: To experiment with composition and colour placement using complimentary colours.</p>	<p>Input: Revisit some of Rousseau’s work, emphasis his use of colour and shape in his artwork and his composition. Explain what complimentary colours are. How has Rousseau used these in his work? Red and Green/ Blue and Orange/ Purple and Yellow</p> <p>Task: Go outside with the children, get them to collect leaves, sticks, stones etc. Children to arrange them on their table to create their own ‘jungle’ scene- thinking about composition. Children to sketch jungle scene into books and then using, either water colours/pastels infill their sketch with a focus on using complimentary colours.</p> <p>Cumulative questions 3- 6</p>	 
<p>4</p>	<p>How does Rousseau use layering in his work?</p> <p>LO: To explore using layering in the form of decoupage(collage).</p> <p>Lessons 4 and 5</p> <p>Double sided decoupage sticky pads will need to be ordered.</p>	<p>Input: Revisit some of Rousseau's work – emphasis the use of layering, background, middle ground and foreground. Revisit complimentary colours.</p> <p>Task: Children to plan in their sketch books how they are going to build up the background, middle ground and foreground. Which shapes, colours and textures they will need. This does not all have to be paper cut outs. The children can paint/pastel the background and build up the middle and foreground with paper, tissue paper etc.</p> <p>Cumulative questions 5 - 8</p>	
<p>5</p>	<p>How does Rousseau use layering in his work?</p> <p>LO: To explore using layering in the form of decoupage(collage).</p>	<p>Input: Children to revisit their plan, make any changes if they would like to.</p> <p>Task: Children to create their own decoupage/collage in their sketch books using, paint/pastels/coloured paper/newspaper etc.</p> <p>Remind the children about the composition and layering.</p> <p>Cumulative questions 7 - 10</p>	

<p>6</p>	<p>Which techniques will I use to create my final post impressionism piece?</p> <p>LO: To plan a final piece.</p> <p>LO: To create a final piece using previous learning.</p> <p>This may take 2 lessons</p>	<p>Input: Recap prior learning of techniques, pencil drawing, complimentary colours, decoupage/collage and Rousseau's. The children need to plan and create their own masterpiece using the skills they have learnt.</p> <p>Task 1: Children to plan in their sketch books how they would like their final piece to look. Children need to think about colour, shape, pattern and which techniques they would like to use. (mixed media)</p> <p>Task 2: Children to create final piece from their plan on art paper/card. Photo of final piece to be stuck in sketch books.</p> <p>Cumulative questions 9 - 12</p>	 <p>The image shows two pages from a sketchbook. The left page is titled 'Final Idea 2' and features a pencil drawing of a room with several white rectangular shapes, possibly representing furniture or architectural elements. The right page is titled 'Final Idea 3' and shows a more detailed drawing of a room with a window and a door, accompanied by handwritten notes and a small circular drawing.</p>
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