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## HIAS MOODLE OPEN RESOURCE

# Year 3 Spring Term 2026

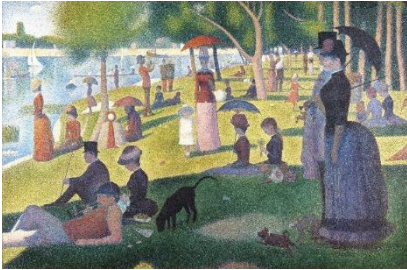

## Art Planning – Conflict – Pointillism

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Final version

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**NATIONAL CURRICULUM** – To know about great artist, architects and designers in history.

Key Art skills assessment tasks	Key Art vocabulary/knowledge		
<p><b>Step 2</b> <b>Step 3</b> <b>Step 4</b></p> <p>Task:</p> <p><b>Secure:</b></p> <table border="1" data-bbox="161 730 512 1357"> <tr> <td data-bbox="161 730 360 1357"><b>Not met</b></td><td data-bbox="360 730 512 1357"><b>Secure</b></td></tr> </table>	<b>Not met</b>	<b>Secure</b>	<p><u><b>Key vocabulary</b></u></p> <p><b>Pointillism:</b> to create a mark using a dot or point with paint.  <b>Technique:</b> style of skill.  <b>Scenes:</b> something seen by the viewer.  <b>Blend:</b> gently intermingling two or more colours.  <b>Precise:</b> exactness and accuracy of expression or detail.  <b>Landscape:</b> the depiction of natural scenery such as mountains, rivers, trees, sea and sky.  <b>Intermingling:</b> when different coloured dots are close to each other.  <b>Overlap:</b> when colours lay over each other to create a new colour.  <b>Primary colour:</b> a special set of colours (red, blue and yellow) that can be mixed to create a wide range of other colours. They are the basic building blocks of colour.  <b>Secondary colour:</b> secondary colours (orange, green and purple) are created by mixing two primary colours together.  <b>Tertiary colour:</b> tertiary colours are created by mixing a primary colour with a secondary colour.</p> <p><u><b>Key knowledge...to know that:</b></u></p> <p><b>Georges Seurat</b></p> <div data-bbox="568 1214 976 1482">  </div> <ul style="list-style-type: none"> <li>• Georges Seurat was born in Paris on 2nd December 1859. He had an older sister and an older brother.</li> <li>• He first began drawing whilst at school after finding a book in the school library about drawing. This book inspired Seurat to look at art in a different way.</li> <li>• He finished his schooling in November 1879.</li> <li>• Georges Seurat created a whole new painting technique: Pointillism. He used the science of optics and realised that if tiny dots of pure colour were painted close together, then the human eye would blend the dots to make a solid colour.</li> <li>• Seurat's first masterpiece where he displayed the pointillist technique was 'A Sunday Afternoon on the Island of La Grande Jatte'. It took 2 years to paint and was completed in 1886.</li> </ul> <div data-bbox="568 1491 871 1939">  </div>
<b>Not met</b>	<b>Secure</b>		

## **Step 1 – Develop knowledge of key artists**

**Hook:** Artist detectives.

- 1) Share vocabulary and definitions for the new unit.
- 2) Share selection of examples from the artist Georges Seurat and children to discuss the following questions:
  - what they notice about the pictures.
  - what do they like or dislike about the images.
  - what technique do you think the artist has used to create the artwork?
  - what scenes are depicted in the artwork?
  - how has the medium (paint) been applied? Is it in one layer or are there multiple layers. How do you know?
  - what colours can you identify?

Adults to float around the room to develop deeper thinking and extend ideas with children's responses.

- 3) Reveal the artist is Georges Seurat.
- 4) Go through PowerPoint and video [Who was Georges Seurat? | KS1 | Primary - BBC Bitesize](#) about pointillism and Georges Seurat.

**Task:** Create a class photo sheet exploring the examples of Georges Seurat's artwork and get children to record their initial thoughts in a speech bubble regarding the observations they have made and any questions they have about the artwork/artist.

**Pupils needing extra support:** Provide sentence stems to support their recording of initial thoughts.

## **Step 1: Top 5 facts**



- 1) Go through 6 slides for art.

**Task:** Children to create artist research page all about Georges Seurat using images of his artwork to decorate.

**Pupils needing extra support:** Provide fact sheet so they can cut out key facts they want to use. Provide sentence stems to support with the recording of knowledge.

**Plenary:** Share with pupils the outcome of the unit – they will create a final piece inspired by pointillism. Their artwork will include a message about the environment and will be proudly displayed in the Year 3 garden.

## **Step 2 – Develop knowledge and ideas**

- 1) Share 6 slides for art.
- 2) Look at examples of Georges Seurat's work from the hook and step 1. Discuss with the children what do they notice about the different ways the artwork has been created? What colours have been used?
- 3) Demonstrate to children the different methods that can be used in order to create a "point" of paint. Explore using the end of old pencils, cotton wool buds ends etc.

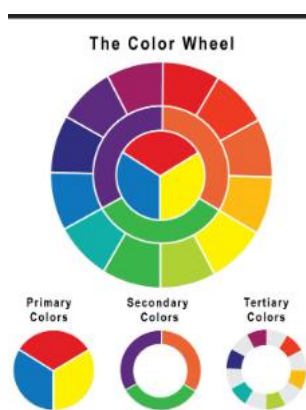
Demonstrate how to control a paintbrush to create a point: what to do and what not to do.

**Task:** In sketchbooks, children to explore with a variety of tools and techniques to create different points.

**Pupils needing extra support:** To have their annotations scribed by an adult alongside sentence stems to support their thinking.

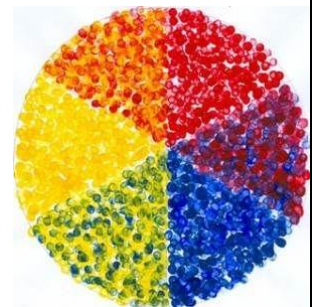
### **Step 3 – Refine and experiment**

- 1) Share 6 slides for art.
- 2) Share pointillism images again. Children to create viewfinders so they can explore the images by 'zooming in' over various areas. Discuss with the children what do they notice about the colours? Establish that the colours are overlapped.



- 3) Share a traditional colour wheel – recap what the 3 primary colours are. Explain they will be given the 3 primary colours (in acrylic paint) and will be using this to create a pointillism inspired colour wheel. Recap how we can use these to create secondary colours.

- 4) Share a WAGOLL of a pointillism colour wheel and model to children how to create part of the colour wheel using cotton buds for the paint application.



**Task:** Children to re-create the same style of a pointillism colour wheel in their sketchbooks.

**Pupils needing extra support:** To have part of the colour wheel already completed with the primary colours so they just need to create the secondary colours sections.

**Plenary:** Generate sentence ideas that include a message about the environment. These sentences will help to inform their final piece design. Record on flipchart paper so they can be referred to next session. Example sentences could include... protect nature, recycle more, pick up litter, turning off lights when we leave the classroom will save energy etc.

### **Step 4 and 5 Record and make**

- 1) Share 6 slides for art.
- 2) Remind children of the unit outcome – to create a final piece inspired by pointillism. Their artwork will include a message about the environment and will be proudly displayed in Year 3.
- 3) Share photographs of the school and surrounding environment, eg school field, school building and discuss with the class how the children can use the techniques explored in previous sessions to recreate these images.



**Task:** Children to then plan their final piece in sketchbooks using circle templates that are similar scale to the wooden block. The designs need to also include the back of the design with their chosen environmental phrase. Children to annotate their designs with which colours they are going to use as well as noting how their designs have been inspired by Georges Seuret.

**Pupils needing extra support:** Adult to scribe environmental sentence for the back of the disk. Children can also 'dot' over the top of a black and white copy of the image they wish to create for their final piece. This image can be cut to a circle too.



Children to then make final piece on wooden disc using acrylic paint. Their environmental message is to be written on the back in sharpie pen. The discs will need to be varnished to withstand being displayed on the Year 3 trees for the remaining part of the year.



Pictures will also need to be taken of the finished final pieces.

## **Step 6 – Present and evaluate**

1) Share 6 slides for art.

### **Task: Artist interview**

In pairs, one child plays the artist and the other the interviewer. The interviewer asks questions like:

- How did pointillism inspire your final piece?
- What scene did you choose to create and why?
- Why did you choose that environmental message on the back?
- How have you blended colours?
- How were you able to be precise with your paint application?
- Were you able to successfully overlap the colours and dots?
- How did Georges Seuret inspire your design?
- What was the hardest part of making your final piece?

Then swap roles.

Ensure a picture sheet is created with image of final piece and a blurb to explain the evaluation lesson.

**Feedback:** children to explain how Georges Seurat inspired their final piece.

**Pupils needing extra support:** sentence stems to support with answering questions. Scribing of ideas in the feedback task where needed too.

# Art

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