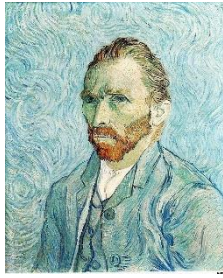







| KS1 - Cycle B<br>Autumn 1 – Wherever next?   |   | Skills focus:<br>Drawing/ Painting /Collage/ Digital Art   |  |  |
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| Summary of activities  | 1) Creativity/<br>Generating ideas  | 2) Making skills/techniques  | 3) Factual knowledge and understanding   | 4) Evaluating/ reflecting  |
| <p>Self portraits –</p> <ul style="list-style-type: none"> <li>- Look at self portraits by a Leonardo da Vinci, Vincent Van Gogh and compare/contrast –</li> <li>- Make a realistic self portrait – using mirror/ photograph – modelled by teacher for skills Shading with skin tone pencils.</li> <li>- Explore surrealist portraits – Picasso. Explore how Picasso uses shape/colour.</li> <li>- Design/paint Picasso portrait of themselves</li> <li>- Take photographs from magazines and collage together to create surrealist portrait OR take photographs of our own faces (profile and straight on) to cut out and stick onto painting.</li> <li>- Take photos of expressions, print and stick onto existing faces.</li> <li>- Explore pop art portraits by Julian Opie</li> </ul> | <p><b>Develop/share ideas</b></p> <ul style="list-style-type: none"> <li>- To start to introduce a 'sketchbook' as a place to record individual response to the world – planning and developing ideas.</li> <li>- To respond to ideas and starting points.</li> <li>- To explore ideas and collect visual information.</li> <li>- To explore different methods and materials as ideas develop</li> <li>- To discriminate between choices and express their thoughts about the type of art they want to make.</li> </ul> <p><b>Experiences/ Imagination</b></p> <ul style="list-style-type: none"> <li>- To study the work of artists and cultures and use elements of this to influence their own work.</li> <li>- To have opportunities to work from imagination.</li> </ul> | <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- To begin to explore drawing exercises</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>- Create drawings from observation and from imagination</li> </ul> <p><b>Lines/Shape:</b></p> <ul style="list-style-type: none"> <li>- To explore a variety of drawing materials to make marks; e.g. pencil, graphite, pen, chalk, soft pastel, wax crayons, felt tips, charcoal.</li> <li>- To begin to control lines/ marks with a range of media.</li> <li>- To explore how to control the pressure of drawing materials</li> </ul> <p><b>Surfaces:</b></p> <ul style="list-style-type: none"> <li>- Draw on different surfaces with a range of media</li> </ul> <p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>- To know how to draw lines of different sizes and thicknesses</li> <li>- To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using pencil</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- To explore a range of paint, brush sizes and tools; (use thick and thin brushes)</li> </ul> <p><b>Scale/surfaces:</b></p> <ul style="list-style-type: none"> <li>- Paint on different surfaces, papers</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>- To recognise and know the names of the primary and secondary colours.</li> <li>- To mix primary colours to create all secondary colours.</li> <li>- To create and be able to discuss the colour wheel.</li> <li>- To share colour charts to compare variations of the same colour, describing collections of colours (finer variations).</li> <li>- To discuss, recognise and use warm and cold colours.</li> <li>- To mix a range of secondary colours and create tertiary colours with paint.</li> </ul> | <p><b>Factual knowledge:</b></p> <ul style="list-style-type: none"> <li>- Study and describe the work of significant artists, crafts people and designers learning how and when they were made.</li> <li>- They describe the content, feelings and emotions conveyed by the work.</li> </ul> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>- Learn the meaning of the words: colour, line, tone, shapes, textures and patterns.</li> <li>- Begin to use them in their art.</li> <li>- Recognise when they are using formal elements and describe how they are using them.</li> </ul> <p><b>Suggested artists/ art movements:</b></p> <p>Van Gogh</p>  <p>Da Vinci</p> | <p><b>Identify similarities and differences to other's work:</b></p> <ul style="list-style-type: none"> <li>- To describe their work and the work of others; describing the formal elements of colour, line, shape, textures and patterns.</li> <li>- To compare their work to pieces of art – recognising what is the same and what is different</li> <li>- To share/ give an opinion about the work of others (as a class, in small groups and on a 1:1 basis)</li> <li>- To develop/ ask questions about a piece of art and/or stimulus.</li> </ul> <ul style="list-style-type: none"> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> </ul> <ul style="list-style-type: none"> <li>- To create a piece of art in response to the work of another artist.</li> <li>- To take photos of their own work to place in Seesaw. To use this documentation as a chance to use digital media and a discussion about how to present work to others.</li> </ul> |



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| <ul style="list-style-type: none"> <li>- Create their own pop art portrait in the style of Julian opie using digital software.</li> <li>- Children could create traced line drawing and photograph on ipad to edit on Seesaw. Or use other software.</li> </ul> |  | <p><b>Collage-</b></p> <ul style="list-style-type: none"> <li>- Develop collages, based on a simple drawing, using papers and materials</li> <li>- To use a combination of materials that are cut, torn and glued.</li> <li>- Develop tearing, cutting and layering paper to create different effects</li> <li>- To sort and arrange materials to different backgrounds.</li> <li>- To use scissors in a controlled way, to cut with accuracy</li> <li>- To mix materials to create texture – fold, crumple, tear and overlap papers.</li> <li>- To have experience of adhesives and decide on the most effective for a given task.</li> </ul> <p><b>Digital media -</b></p> <ul style="list-style-type: none"> <li>- To know how to use digital media to create an image.</li> <li>- To learn to take photos with digital cameras taking care to frame the shot to capture the detail they want (portrait/landscape)</li> <li>- To crop an image.</li> <li>- Use simple software to edit and manipulate photos using various digital tools (e.g. brushes, shape, fill tools, eraser).</li> </ul> |  <p><b>Picasso</b></p>  <p><b>Julian Opie</b></p>  | <p><b>Making choices and decisions</b></p> <ul style="list-style-type: none"> <li>- To develop skills in orally describing their thoughts, ideas and intentions about their work,</li> <li>- To form opinions about the process of their work – saying what went well and how they might improve it.</li> <li>- To learn that it is normal to feel anxious about the outcomes.</li> <li>- To offer critical advice to others understanding that all artists do this and give confidence and praise.</li> <li>- To evaluate work as a class, in small groups and in a 1:1 situation</li> </ul> |
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