










LKS2 - Cycle A Spring 2 – How did mining fuel our country?		Skills focus: Drawing/ Painting /3D sculpture		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p><u>Drawing/painting</u> Explore work by the 'pitman painters' – Cornish, McGuiness, Kilbourn and modern works by Slater. How do the artists use light and shade/ colour for dramatic effect to reflect the emotion in the pieces of art?</p> <p>Explore the Bowes museum virtual gallery of Norman Cornish – 'the definite collection' or visit as a year group.</p> <p>Look at the human form in the different paintings. Consider the different facial expressions and body language. Create tonal pieces using different grades of pencil/ ink wash/ charcoal. Consider the scale of people and 3D dimensions. Explore drawing with gesture.</p> <p>Design and create their own landscape picture based on work by the pitman painters. Use a watercolour wash, exploring tints, tones and shades. Explore in sketchbook.</p> <p>Introduction to Watercolour (accessart.org.uk)</p> <p><u>3D sculpture – wire.</u> Explore, research and discuss the work of Alberto Giacometti – particularly how he creates models of the human form. Compare and contrast this with the work of Antony Gormley – the Angel of the North, wire sculptures. Could look at the images of the WW1 Tommy soldier in Seaham or visit.</p>	<p><u>Develop and share ideas</u></p> <ul style="list-style-type: none"> - To use sketchbook as a very personal space.- to create records of the world around them, their ideas, thoughts, feelings and discoveries. - To develop ideas from starting points throughout the curriculum and apply techniques. - To collect information, sketches and resources. - To annotate, adapt and refine ideas as they progress. - To explore ideas in a variety of ways. - To comment on artworks using visual language. <p><u>Experiences/ Imagination</u></p> <ul style="list-style-type: none"> - To make art from things they can see from observation, their environment, photographs etc. then translate into new materials. <p><u>Develop ideas</u></p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> - To continue to familiarise with drawing exercises (recap/reminders) - To draw for a sustained period of time at an age appropriate level <p><u>Line/ Shape:</u></p> <ul style="list-style-type: none"> - to demonstrate growing technical skill and knowledge, developing intricate marks/patterns using a variety of media - to experiment/ know how to use different grades of pencil to create lines/marks - to experiment with including increased surface detail within work - to begin to show an awareness of objectives having a 3D dimension and perspective - to begin to consider scale and proportion - to show facial expressions and body language in my art (drawing with gesture) <p><u>Tone:</u></p> <ul style="list-style-type: none"> - to create sketches, sketching lightly (no need to use a rubber) - to experiment/ know how to use different grades of pencil to create variations in tone - to use shading to show light and shadow <p><u>Pattern/Texture</u></p> <ul style="list-style-type: none"> - to have an awareness of how pattern can be used to create texture (e.g. hatching and cross hatching) <p><u>Painting –</u></p> <ul style="list-style-type: none"> - To use a range of brushes/ brush strokes to create different effects in painting. <p><u>Scale/surfaces:</u></p> <ul style="list-style-type: none"> - Paint on new surfaces, work on a range of scales (smaller, larger) 	<p><u>Significant artists, crafts people, designers</u></p> <ul style="list-style-type: none"> - Study and describe the work of significant artists, crafts people and designers learning how and when they were made. <ul style="list-style-type: none"> o How has the artist produced this work? o What is the background to this art? o Who made, where were they from? o Why was it made? - To give more complex personal opinions about their work. <p><u>Formal elements</u></p> <ul style="list-style-type: none"> - To make copies of small areas of the artist's work to study their techniques: colour, tone, textures, patterns used. - To study how other artists make art, including the work of other peoples and cultures, past and present. - To look at art for pleasure and purpose: Why do they like it? - To develop their use of the language of art (formal elements) <p><u>Suggested artists, craftspeople, designers/ art movement:</u></p> <p>Norman Cornish – Spennymoor</p>	<p><u>Increasing understanding of purpose and intention of art</u></p> <ul style="list-style-type: none"> - To replicate some of the techniques used by notable artists, crafts people and designers. - To create original pieces that are influenced by studies of others. - To recognise when art is from different cultures and historical periods. - To verbally describe their work and the work of others: - To describe the formal elements of colour, line, tone, shapes, textures and patterns. - To develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> o Describe what you see in the artwork o What do you like/dislike? Why o What other senses can you bring to this artwork? o What is the artist saying to us in this artwork? o How does it make you feel?

Neville's Cross Primary School and Nursery – Art Knowledge and Skills

<p>Copy drawings of members of the class – life drawing stick people in the style of Giometti – different shapes paying attention to the human form. Could the children recreate a mining scene – how would the men be standing? Consider shadows.</p> <p>Create models out of wire and tinfoil</p>  <p>Explore shading, light and shadows</p> 	<ul style="list-style-type: none"> - To make art for expression, imagination, and pleasure. - To work from memory or imagination to reimagine what they know. - To develop initial ideas into final work, adapting work as it progresses. 	<p>Colour:</p> <ul style="list-style-type: none"> - To mix colours effectively – mix secondary and tertiary colours to paint with. - To mix/ use watercolour paint to produce washes for backgrounds. - To select/ experiment with creating mood with colour. - To experiment with watercolour, exploring the intensity of colour to make shades - To use more specific colour language <p>Tone:</p> <ul style="list-style-type: none"> - To experiment with making tints, tones and shades using white, grey and black. - Learn how depth is created by varying tones or colours (e.g. in sky, landscapes) - Explore how tone can make paintings more realistic/ more expressive, learning to manipulate light and shade for dramatic effect. <p>3D sculpture</p> <ul style="list-style-type: none"> - Design and make forms in 3D dimensions - To use other mouldable materials - To create and combine shapes to create recognizable forms - To create/ carve human forms showing movement (e.g. pipe cleaners, wire to show human form) - To work in a safe and organized way, caring for equipment 	 <p>Tom McGuinness Mining Artist (gallerina.co.uk)</p>  <p>Oliver Kilbourn –(from Ashington)</p>  <p>Derek Slater – contact locally? Artist Ferryhill Derek Slater Paintings Coal Mining Eco </p>  <p>Alberto Giacometti/ Anthony Gormley</p> 	<ul style="list-style-type: none"> ○ How might it inspire you in making your own art? ● If you could take this art home, where would you put it and why? <ul style="list-style-type: none"> - To develop skills in oracy, describing their thoughts, ideas and intentions. - 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. <p>Awareness of choices and decisions</p> <ul style="list-style-type: none"> - To use evaluation to understand what they need to do to improve and that all artists do this. - To talk about how they can improve their work and learn that it is normal to feel anxious about the outcomes. - To offer advice, confidence and praise to others. - To use evaluation to understand what they need to do to improve and that all artists so this.
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