








| LKS2 - Cycle B Autumn 1 – Where can we visit in the UK? | | Skills focus: Painting/ Collage/ Digital Media | | |
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| Summary of activities | 1) Creativity/ Generating ideas | 2) Making skills/techniques | 3) Factual knowledge and understanding | 4) Evaluating/ reflecting |
| <p><u>Painting</u> Explore landscape art – look at works by Joseph M Turner and his use of watercolours. Explore Turner's use of light in images. Look at the ships on stormy seas images.</p> <p>Compare and contrast this with work by David Hockney – explore his use of colour in UK landscapes.</p> <p>Teach/explore complementary and opposing colours (harmonious and contrasting) and how depth is created by varying tones or colours (e.g. in sky, in landscapes)</p> <p>Children to create watercolour paintings in sketchbooks in the style of Hockney and Turner.</p> <p><u>Digital art-</u> Explore work by David Hockney – especially his landscape ipad work . Discuss colour choices of Hockney using contrasting and harmonious. How does this affect the mood of the piece?</p> <p>Children to design and create their own ipad art landscapes– our local landscape?</p> <p><u>Paper collage landscapes–</u> Create a vibrant collaborative collage (large scale as a class or group). Design together and sketch. Explore mosaic, overlapping, layering of paper, using textured papers.</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>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>Colour:</u></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 explore complementary and opposing colours (harmonious and contrasting) - To use more specific colour language <p><u>Tone:</u></p> <ul style="list-style-type: none"> - Learn how depth is created by varying tones or colours (e.g. in sky, landscapes) <p><u>Digital art –</u></p> <ul style="list-style-type: none"> - To make art using digital means – drawing and painting programme, vector drawing or photo manipulation. <p><u>Collage</u></p> <ul style="list-style-type: none"> - Develop individual and group collages, working on a range of scales - To understand the properties of different glue and how these can be used to fix materials together. - To collect and select textured papers to form a collaged image. - To select and arrange materials for a striking effect. | <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>Joseph William Turner</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? |

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| <p>Embellish with glitter, beads or gem stones etc.</p>  <p>If time allows, this could extend into their own smaller piece – examples below:</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. | <ul style="list-style-type: none"> - To ensure work is precise. - To use overlapping, layering. - To use more advanced joining techniques for embellishment. |  <p>David Hockney – see ipad series of landscapes</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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