
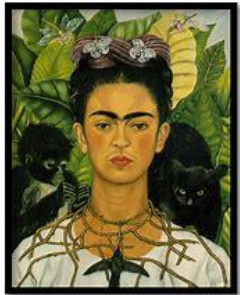





LKS2 - Cycle B Summer 1 – What makes Scandinavia special?		Skills focus: <b>Drawing / Painting/ Digital Media</b>		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p><u>Expressive portraits –</u></p> <ul style="list-style-type: none"> <li>- Explore/ recognise symbolism in famous portraits by Frida Khalo. Compare to the Mona Lisa, the Girl with the Pearl earring.</li> <li>- Draw a portrait using the correct proportions – modelled for scale/proportions</li> <li>- Complete a 'split face' self-portrait using a photograph</li> <li>- Use different pencils to create a range of tones (use specific skin tone pencils)</li> <li>- Create a portrait inspired by Frida Khalo using colour to portray emotions</li> </ul> 	<p><u>Develop and share ideas</u></p> <ul style="list-style-type: none"> <li>- To use sketchbook as a very personal space- to create records of the world around them, their ideas, thoughts, feelings and discoveries.</li> <li>- To develop ideas from starting points throughout the curriculum and apply techniques.</li> <li>- To collect information, sketches and resources.</li> <li>- To annotate, adapt and refine ideas as they progress.</li> <li>- To explore ideas in a variety of ways.</li> <li>- To comment on artworks using visual language.</li> </ul> <p><u>Experiences/ Imagination</u></p> <ul style="list-style-type: none"> <li>- To make art from things they can see from observation, their environment, photographs etc. then translate into new materials.</li> </ul> <p><u>Develop ideas</u></p> <ul style="list-style-type: none"> <li>- To make art for expression,</li> </ul>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> <li>- To continue to familiarise with drawing exercises (recap/reminders).</li> <li>- To draw for a sustained period of time at an age appropriate level.</li> <li>- Work on a variety of scales and surfaces (e.g. smaller, larger scale drawings)</li> </ul> <p><u>Lines/Shape:</u></p> <ul style="list-style-type: none"> <li>- To demonstrate growing technical skill and knowledge, developing intricate marks/patterns using a variety of media.</li> <li>- To experiment/ know how to use different grades of pencil to create lines/ marks.</li> <li>- To experiment with including increased surface detail within work</li> <li>- To begin to show an awareness of objectives having a 3D dimension and perspective</li> <li>- To begin to consider scale and proportion</li> <li>- To show facial expressions and body language in my art (<i>drawing with gesture</i>)</li> </ul> <p><u>Tone:</u></p> <ul style="list-style-type: none"> <li>- To create sketches; sketching lightly (no need to use a rubber).</li> <li>- To experiment/ know how to use different grades of pencil to create variations in tone.</li> <li>- To use shading to show light and shadow</li> </ul> <p><u>Pattern/Texture:</u></p> <ul style="list-style-type: none"> <li>- To have an awareness of how pattern can be used to create texture (e.g. <i>hatching and cross hatching</i>)</li> </ul> <p><u>Painting</u></p>	<p><u>Significant artists, crafts people, designers</u></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.                             <ul style="list-style-type: none"> <li>o How has the artist produced this work?</li> <li>o What is the background to this art?</li> <li>o Who made, where were they from?</li> <li>o Why was it made?</li> </ul> </li> <li>- To give more complex personal opinions about their work.</li> </ul> <p><u>Formal elements</u></p> <ul style="list-style-type: none"> <li>- To make copies of small areas of the artist's work to study their techniques: colour, tone, textures, patterns used.</li> <li>- To study how other artists make art, including the work of other peoples and cultures, past and present.</li> <li>- To look at art for pleasure and purpose: Why do they like it?</li> <li>- To develop their use of the language of art (formal elements)</li> </ul> <p><u>Suggested artists, craftspeople, designers/ art movement:</u></p> <p>Frida Kahlo</p>	<p><u>Increasing understanding of purpose and intention of art</u></p> <ul style="list-style-type: none"> <li>- To replicate some of the techniques used by notable artists, crafts people and designers.</li> <li>- To create original pieces that are influenced by studies of others.</li> <li>- To recognise when art is from different cultures and historical periods.</li> <li>- To verbally describe their work and the work of others:</li> <li>- To describe the formal elements of colour, line, tone, shapes, textures and patterns.</li> <li>- To develop questions to ask when looking at artworks and /or stimulus:                             <ul style="list-style-type: none"> <li>o Describe what you see in the artwork</li> <li>o What do you like/dislike? Why</li> <li>o What other senses can you bring to this artwork?</li> <li>o What is the artist saying to us in this artwork?</li> <li>o How does it make you feel?</li> <li>o How might it inspire you in making your own art?</li> </ul> </li> </ul>



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

<p><u>Digital art</u> –</p> <ul style="list-style-type: none"> <li>- Explore the use of emotion/ expression in the Scream by Edward Munch in sketchbooks.</li> <li>- Create a painted or pastel background – experiment with both - for use on a green screen.</li> <li>- Children to take photos of themselves to place on their pastel backgrounds using green screen.</li> </ul>	<p>imagination, and pleasure.</p> <ul style="list-style-type: none"> <li>- To work from memory or imagination to reimagine what they know.</li> <li>- To develop initial ideas into final work, adapting work as it progresses.</li> </ul>	<ul style="list-style-type: none"> <li>- To use a range of brushes/ brush strokes to create different effects in painting.</li> </ul> <p><u>Scale/surfaces:</u></p> <ul style="list-style-type: none"> <li>- Paint on new surfaces, work on a range of scales (smaller, larger)</li> </ul> <p><u>Colour:</u></p> <ul style="list-style-type: none"> <li>- To mix colours effectively – mix secondary and tertiary colours to paint with.</li> <li>- To select/ experiment with creating mood with colour.</li> <li>- To explore complementary and opposing colours (harmonious and contrasting)</li> <li>- To use more specific colour language</li> </ul> <p><u>Tone:</u></p> <ul style="list-style-type: none"> <li>- Learn how depth is created by varying tones or colours (e.g. in sky, landscapes)</li> <li>- Explore how tone can make paintings more realistic/ more expressive, learning to manipulate light and shade for dramatic effect.</li> </ul> <p><u>Digital art</u> =</p> <ul style="list-style-type: none"> <li>- To have experience of using a green screen to create a digital image.</li> </ul>	 <p>Edward Munch – the scream (Scandinavian)</p> 	<ul style="list-style-type: none"> <li>• If you could take this art home, where would you put it and why?</li> <li>- To develop skills in oracy, describing their thoughts, ideas and intentions.</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> <p><b>Awareness of choices and decisions</b></p> <ul style="list-style-type: none"> <li>- To use evaluation to understand what they need to do to improve and that all artists do this.</li> <li>- To talk about how they can improve their work and learn that it is normal to feel anxious about the outcomes.</li> <li>- To offer advice, confidence and praise to others.</li> <li>- To use evaluation to understand what they need to do to improve and that all artists do this.</li> </ul>
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