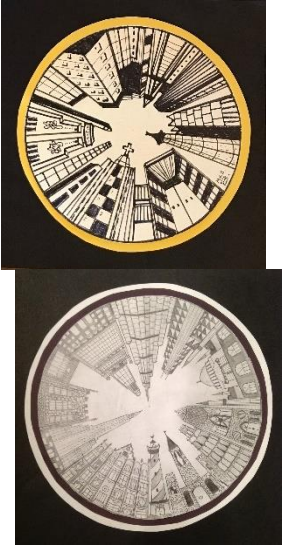

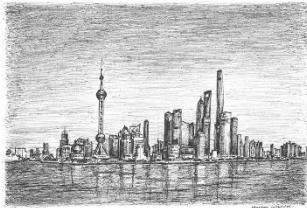
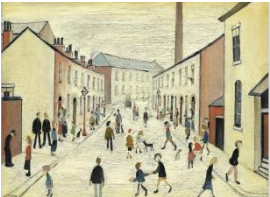




UKS2- Cycle A Autumn 2 – Shang Dynasty		Skills focus: Drawing/ Painting		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p><i>Perspective – Urban cityscapes</i></p> <ul style="list-style-type: none"> - Explore and examine works by Stephen Wiltshire – cityscapes using tonal pencils. Create tonal drawings. - Use viewfinders to copy small sections of his work. - Explore one point perspective and create their own circle cityscapes using different grades of pencil or fine liner pens. Explore patterns on buildings. - Look at a range of Stephen Wiltshire work and apply to a cityscape in China – e.g. Shanghai. 	<p><i>Develop and share ideas</i></p> <ul style="list-style-type: none"> - To use a sketchbook for pleasure, collecting information, recording ideas and expression so that their sketchbook becomes a personal space. - To practise/ experiment with techniques in sketchbooks to see what works and what doesn't. - To record observations and research artists and themes. - To spot the potential in unexpected results as work progresses - to label these experiments for their own learning and record keeping. - To comment on artworks with a fluent grasp of visual art. <p><i>Experiences/ Imagination</i></p> <ul style="list-style-type: none"> - To make art from a variety of source materials; nature, their environment, still life or from photos they have taken. 	<p>Drawing</p> <ul style="list-style-type: none"> - Continue with key drawing exercises/ warm ups - To work in a sustained and independent way (over a number of sessions) to create detailed drawings - To developing their own style of drawing through line, tone, pattern and texture - To use line, tone, shape and colour to represent figures and movement. <p><i>Lines/Shape:</i></p> <ul style="list-style-type: none"> - To select appropriate media and techniques to achieve a specific outcome (greater choice) - To develop close observation skills using a variety of viewfinders. - To know how and when to sketch and when to render more confident line <p><i>Tone:</i></p> <ul style="list-style-type: none"> - To use a variety of techniques to add interesting effects (e.g. reflections, shadows). - To use shading to create mood and feeling, blending tones from light to dark smoothly. <p><i>Composition/ Perspective:</i></p> <ul style="list-style-type: none"> - To introduce drawing with perspective and focal points; Use a single focal point and horizon lines (one-point perspective) - Begin to develop and investigate proportion in their work; foreground, background and middle ground. <p>Painting</p>	<p>Significant artists, crafts people, designers</p> <p>Study and describe the work of significant artists, crafts people and designers using the following method:</p> <ul style="list-style-type: none"> - Content – describe the art. Social, historical factors affect the work. - Process – When and how made? What materials and techniques are used? - Formal elements – line, tone, colour, shape, form, composition, pattern, texture. - Mood – what emotions does the work convey? <p>Applying:</p> <ul style="list-style-type: none"> - Make studies of artist's work to learn the techniques and processes used. - Use some of what they have learned from artist studies to produce original work. <p>Suggested artists, craftspeople, designers/ art movement:</p> <p>Stephen Wiltshire – tonal cityscapes. Look at several examples.</p>	<p>Increasing understanding of purpose and intention of art</p> <ul style="list-style-type: none"> - To give details (including own sketches) about the style of some notable artists, crafts people and designers. - To show how the work of those studied is influential in both society and to other artists. - To create pieces that show a range of influences and styles - To try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. - To develop questions to ask when looking at artworks and /or stimulus: <ul style="list-style-type: none"> o Describe the artwork. o What do you like/dislike? Why? o Which other senses might you bring to this artwork? How does it make you feel? o What is the artist saying to us in this artwork? o How might it inspire you to make your own artwork? o Who or what else might you look at to help feed your creativity? - To know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.



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

<p>Explore works by L.S Lowry – explore his use of muted colour and one point perspective</p>  <p>Children to design their own Lowry scene using perspective techniques – explore used muted colours using pencil shading (up to 5 maximum) and watercolour colour mixing. Continue work on creating tone.</p> <p>See experiential drawing using school streets - Street Drawing: Exploring Vanishing Points with Masking Tape (accessart.org.uk)</p> <p>Use techniques detailed on the link below using access art – Making an Urban Landscape Painting by James Nairne (accessart.org.uk) Brushing, blending, masking, stamping, scraffito and line strokes. Brushwork: blending one tone into another, dabbing and stroking to create smaller marks</p>	<ul style="list-style-type: none"> - To look at artforms beyond the visual arts (e.g. drama, music, film) - To use materials with increasing spontaneity and confidence - To take risks over choices of media - To produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making. 	<ul style="list-style-type: none"> - To develop a personal style of painting, drawing upon ideas from other artists - To purposely control the types of marks, brushstrokes used to create a desired effort. - To develop fine brush strokes - To sketch lightly before painting to combine line and colour. <p><u>Colour:</u></p> <ul style="list-style-type: none"> - To create a wide colour palette based upon colours observed in the natural or built world. - To use the qualities of watercolour and acrylic paints to create visually interesting pieces- build upon exploring intensity - Develop ability to control colour by painting; for blending, reducing hue and improving translucency of colour. - To use colours, brushstrokes to create atmosphere and light effects. <p><u>Tone:</u></p> <ul style="list-style-type: none"> - To combine colours, tones and tints to enhance the mood of a piece. 	 <p>L.S Lowry</p>  <p>See websites below for ideas: Art and Design KS2: L.S. Lowry's 'Britain at Play' - BBC Teach Look at our incredible one-point perspective L.S. Lowry art ... (dreambeastpoems.com)</p>	<ul style="list-style-type: none"> - 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. - To present work in retrospect; ie. To class, assembly or parents. <p>Awareness of choices and decisions</p> <ul style="list-style-type: none"> - To make careful and considerate judgements about their own and other's work without comparing their own work to that of others. - To use evaluation to understand what they need to do to improve and that all artists do this.
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