



UKS2- Cycle A Spring 2 – Ancient Greece		Skills focus: Drawing, Collage, Digital media		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p><u>Portraits</u></p> <ul style="list-style-type: none"> - Explore representations of Greek gods (from sculptures – be careful about choices) and sketch in sketchbook create tonal drawings -children could explore life drawing for movement/ human form • Contrast this with the modern depictions of gods by Victoria Topping in 'Mythologica' book. • Look at the main symbols of Greek gods and decide which god they'd like to change themselves into for their piece. • Photograph themselves in poses on ipads and edit in photo software – black and white to print. • Create background for their art in graphics package to print? • Explore, create shapes based on the symbols they'd like for their god using different papers. 	<p><u>Develop and share ideas</u></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><u>Experiences/ Imagination</u></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><u>Drawing</u></p> <ul style="list-style-type: none"> - Continue with key drawing exercises/ warm ups - 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><u>Lines/Shape:</u></p> <ul style="list-style-type: none"> - To select appropriate media and techniques to achieve a specific outcome (greater choice). - To know how and when to sketch and when to render more confident line <p><u>Tone:</u></p> <ul style="list-style-type: none"> - To use shading to create mood and feeling, blending tones from light to dark smoothly. <p><u>Collage –</u></p> <ul style="list-style-type: none"> - To independently select a range of media to produce a collaged image. - To add collage to a painted, printed or drawn background to enhance work. - To mix textures (rough and smooth, plain and patterned). - To combine visual and tactile qualities. <p><u>Digital media</u></p> <ul style="list-style-type: none"> - To confidently use a graphics package to create and manipulate images - To understand that a digital image can be made up of different layers. - To create layered images from original ideas. 	<p><u>Significant artists, crafts people, designers</u></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><u>Applying:</u></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><u>Suggested artists, craftspeople, designers/ art movement:</u></p> <p>Victoria Topping</p>	<p><u>Increasing understanding of purpose and intention of art</u></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"> ○ Describe the artwork. ○ What do you like/dislike? Why? ○ Which other senses might you bring to this artwork? How does it make you feel? ○ What is the artist saying to us in this artwork? ○ How might it inspire you to make your own artwork? ○ 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.

- Explore/create collage shapes to place onto photograph.
- Work back into work using different pens, chalk pens, posca pens.
- Take photograph of collage piece and work back into this using computer software – paper 53 app on ipad

E.g.



- 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.



- 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.

Awareness of choices and decisions

- 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.