




UKS2- Cycle A  
Summer 2– Mayans

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>- Explore, look at a variety of Mayan masks (celebration, battle, death masks) and use these to inspire their own self portraits using oil pastels for a vivid finish in sketchbooks.</p> <p>Example -</p>  <p>Explore using these to create Mayan masks out of Modroc techniques.. Paint using vibrant colours.</p> <p><a href="http://accessart.org.uk">Making a Sculptural Modroc Mask (accessart.org.uk)</a></p> <p>Create group collaborative sculpture pieces – large scale Mayan inspired sculptures using cardboard, glue guns, paints and posca pens.</p>	<p><b>Develop and share ideas</b></p> <ul style="list-style-type: none"> <li>- To use a sketchbook for pleasure, collecting information, recording ideas and expression so that their sketchbook becomes a personal space.</li> <li>- To practise/ experiment with techniques in sketchbooks to see what works and what doesn't.</li> <li>- To record observations and research artists and themes.</li> <li>- To spot the potential in unexpected results as work progresses - to label these experiments for their own learning and record keeping.</li> <li>- To comment on artworks with a fluent grasp of visual art.</li> </ul> <p><b>Experiences/ Imagination</b></p> <ul style="list-style-type: none"> <li>- To make art from a variety of source materials; nature, their environment, still life or from photos they have taken.</li> <li>- To look at artforms beyond the visual arts</li> </ul>	<p><b>Drawing</b></p> <p>-To developing their own style of drawing through line, tone, pattern and texture</p> <p><b>Lines/Shape:</b></p> <ul style="list-style-type: none"> <li>- To select appropriate media and techniques to achieve a specific outcome (greater choice)</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- To develop a personal style of painting, drawing upon ideas from other artists</li> <li>- To purposely control the types of marks, brushstrokes used to create a desired effort.</li> </ul> <p><b>Scale/surfaces:</b></p> <ul style="list-style-type: none"> <li>- To work on a range of scale and surface</li> <li>- To investigate painting on new surfaces to create an effect – e.g. canvas, stone, walls, floor.</li> </ul> <p><b>Colour:</b></p> <ul style="list-style-type: none"> <li>- To create a wide colour palette based upon colours observed in the natural or built world.</li> <li>- To use the qualities of watercolour and acrylic paints to create visually interesting pieces- build upon exploring intensity</li> </ul> <p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>- To combine colours, tones and tints to enhance the mood of a piece.</li> </ul> <p><b>Patterns/Textures:</b></p> <ul style="list-style-type: none"> <li>- To use brush techniques and the qualities of paint to create patterns and texture with confidence</li> </ul> <p><b>3D sculpture</b></p> <ul style="list-style-type: none"> <li>- To design and create sculpture, both small and large scale (installations)</li> <li>- To use tools to carve and add shapes, texture and pattern.</li> </ul>	<p><b>Significant artists, crafts people, designers</b></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"> <li>- <b>Content</b> – describe the art. Social, historical factors affect the work.</li> <li>- <b>Process</b> – When and how made? What materials and techniques are used?</li> <li>- <b>Formal elements</b> – line, tone, colour, shape, form, composition, pattern, texture.</li> <li>- <b>Mood</b> – what emotions does the work convey?</li> </ul> <p><b>Applying:</b></p> <ul style="list-style-type: none"> <li>- Make studies of artist's work to learn the techniques and processes used.</li> <li>- Use some of what they have learned from artist studies to produce original work.</li> </ul> <p><b>Suggested artists, craftspeople, designers/ art movement:</b></p> <p>Mayan masks</p>	<p><b>Increasing understanding of purpose and intention of art</b></p> <ul style="list-style-type: none"> <li>- To give details (including own sketches) about the style of some notable artists, crafts people and designers.</li> <li>- To show how the work of those studied is influential in both society and to other artists.</li> <li>- To create pieces that show a range of influences and styles</li> <li>- To try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils.</li> <li>- To develop questions to ask when looking at artworks and /or stimulus:             <ul style="list-style-type: none"> <li>o Describe the artwork.</li> <li>o What do you like/dislike? Why?</li> <li>o Which other senses might you bring to this artwork? How does it make you feel?</li> <li>o What is the artist saying to us in this artwork?</li> <li>o How might it inspire you to make your own artwork?</li> <li>o Who or what else might you look at to help feed your creativity?</li> </ul> </li> </ul>



See Gomersal primary art blog for process inspiration

(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 combine visual and tactile qualities.
- To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
- To make masks from a range of cultures and traditions, building a collage element into the sculptural process
- To use papier mache/ Modroc techniques
- To include texture that conveys feelings, expression or movement



- To know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.
- 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.
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