








UKS2- Cycle B Autumn 2 – How did World War 2 change our lives?		Skills focus: Drawing, Printing, 3D sculpture		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p>Emotion in art -Explore emotion in the piece 'Helft Russland' by Käthe Kollwitz – explain about the themes of her work and emotive themes. Children to draw an expressive face using accurate scale and proportions</p> <p>-Explore themes of shelter, confinement, being trapped Look at 'the survivors' by Kathe Kollwitz = experiment with charcoal/chalk pastels to create darkened areas/shadows - 'Explore chiaroscuro (light/dark) to convey mood.</p> <p>-Explore the work of Henry Moore and his sketches of war time figures in the London underground. Children to sketch each other in sitting/standing poses. Encourage proportion of arms and legs. Use ipads to photograph. Compare to photographs from Bill Brandt. Exploring water colour, wax resist, graphite and handwriting black pens/ink washes.</p> <p>Explore war art by Banksy – discuss the meaning behind it. Introduce children to mono printing with carbon copy paper – see video: Children to create their own expressive mono print based on the war imagery/stencils by Banksy (choose carefully to show to class</p>	<p>Develop and share ideas</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>Experiences/ Imagination</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>Lines/Shape:</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>Tone:</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>Composition/ Perspective:</p> <ul style="list-style-type: none"> - Begin to develop and investigate proportion in their work; foreground, background and middle ground. <p>Printing</p> <ul style="list-style-type: none"> - Explore mono printing - Combine printing techniques within the same piece of artwork. - To begin to overlay prints with other media - Work into prints with a range of media – e.g. pens, colour, pens and paint. - To understand the difference between repeat printing and mono printing 	<p>Significant artists, crafts people, designers 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>Kathe Kollwitz</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"> ○ 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.

<p>for appropriate material). Mix mono print with red painted image? Monoprinting with Oil Pastel and Carbon Copy Paper (accessart.org.uk)</p> <p>Children to create large sculptures of body shapes as a collaborative piece using chicken wire/ Modroc to cover.</p> <p>See websites below for inspiration: Pathway: Henry Moore & The Shelter Drawings (accessart.org.uk)</p> <p>Who is Henry Moore? – Who Are They? Tate Kids</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. 	<p>3D Sculpture</p> <ul style="list-style-type: none"> - To design and create sculpture, both small and <i>large scale (installations)</i> - To use tools to carve and add shapes, texture and pattern. - To combine visual and tactile qualities. - To show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. - To include texture that conveys feelings, expression or movement - To gain experience building upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc) 	<p>Henry Moore – shelter drawings</p>  <p>Bill Brandt photography =</p>  <p>Banksy</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.
---	---	---	---	--