







UKS2- Cycle B Spring 1 – Where does our food come from?		Skills focus: Drawing, Painting, Digital media		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p>Explore and compare still life paintings by Van Gogh and Paul Cezanne. Create own still life pictures using drawing and shading techniques. Explore different art media – oil pastels, pencils etc.</p> <ul style="list-style-type: none"> - Use viewfinders to develop close observation - Work on mini canvases with acrylic paints <p>Compare this to works by Wayne Thiebaud – explore the muted, pastel colours and style. Explore drawing/painting in the style of Wayne Thiebaud using pencils, soft pastels, oil pastels and watercolour.</p> <p>Create highlights/shadows inspired by his approach. Link to their knowledge of light. Explore how shadows/highlights aren't always black/white. In his work shadows appear as cool colours (blues, violets) and highlights are warm colours (pinks, peaches, yellow). Use watercolours for pastel shades.</p> <p>Children to explore surrealist fruit images by Dali. Children</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. - To look at artforms beyond the visual arts 	<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 develop close observation skills using a variety of viewfinders. - 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>Digital media</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. - To create a photomontage using given photos from a range of sources. 	<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>Van Gogh</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.



<p>to create a photomontage using this as inspiration.</p>	<p>(e.g. drama, music, film)</p> <ul style="list-style-type: none"> - 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>Painting</p> <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>Scale/surfaces:</u></p> <ul style="list-style-type: none"> - To work on a range of scale and surface - To investigate painting on new surfaces to create an effect – e.g. canvas, stone, walls, floor. <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><u>Patterns/Textures:</u></p> <ul style="list-style-type: none"> - To use brush techniques and the qualities of paint to create patterns and texture with confidence 	<p>Paul Cezanne</p>  <p>Wayne Thielbaud</p>  <p>Salvador Dali</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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