



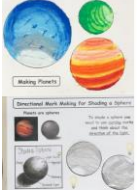






UKS2- Cycle B Summer 1 – Earth and Space		Skills focus: <b>Drawing, Painting</b>		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p>-Explore works by Peter Thorpe (Space imagery) and analysis of the different stylistic painting elements within his work, i.e. Abstract Expressionism and Pop Art</p> <p>-Experiment with media (oil pastel, chalk pastel, acrylic paint) to understand mark making and colour in relation to the painting styles used by the artist</p>   <p>-Create large scale collaborative piece of exploration using pastels</p>  <p>- Analysis of Peter Thorpe's compositions and defining of fore, middle and background spaces</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> <ul style="list-style-type: none"> <li>- Continue with key drawing exercises/ warm ups</li> <li>- To work in a sustained and independent way (over a number of sessions) to create detailed drawings</li> <li>- To developing their own style of drawing through line, tone, pattern and texture</li> <li>- To use line, tone, shape and colour to represent figures and movement.</li> </ul> <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> <li>- To know how and when to sketch and when to render more confident line</li> </ul> <p><b>Tone:</b></p> <ul style="list-style-type: none"> <li>- To use a variety of techniques to add interesting effects (e.g. reflections, shadows).</li> <li>- To use shading to create mood and feeling, blending tones from light to dark smoothly.</li> </ul> <p><b>Composition/ Perspective:</b></p> <ul style="list-style-type: none"> <li>- Begin to develop and investigate proportion in their work; foreground, background and middle ground.</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> <li>- To develop fine brush strokes</li> <li>- To sketch lightly before painting to combine line and colour.</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> </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>Peter Thorpe</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>

<p>- Creation of an abstract, expressive, painted background <i>Examples -</i></p>  <p>- Creation of middle-ground planets via the exploration of spheres and how these can be drawn/shaded in order to appear three dimensional</p>  <p>Explore/use marbling printing techniques to make planets – work into these using coloured pencils, pens.</p> <p>- Create and design brightly coloured rockets - Construct planet and rocket compositions onto our abstract backgrounds. <i>Example of final piece</i></p> 	<p>(e.g. drama, music, film)</p> <ul style="list-style-type: none"> <li>- To use materials with increasing spontaneity and confidence</li> <li>- To take risks over choices of media</li> <li>- To produce <b>original, unique art</b> in response to similar starting points with increasing autonomy over choice and decision making.</li> </ul>	<p><u>Colour:</u></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> <li>- Develop ability to control colour by painting; for blending, reducing hue and improving translucency of colour.</li> <li>- To use colours, brushstrokes to create atmosphere and light effects.</li> </ul> <p><u>Tone:</u></p> <ul style="list-style-type: none"> <li>- To combine colours, tones and tints to enhance the mood of a piece.</li> </ul> <p><u>Patterns/Textures:</u></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>Printing –</b></p> <ul style="list-style-type: none"> <li>- To begin to overlay prints with other media</li> <li>- Work into prints with a range of media – e.g. pens, colour, pens and paint.</li> <li>- To use marbling</li> </ul>		<ul style="list-style-type: none"> <li>- To know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</li> <li>- 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.</li> <li>- To present work in retrospect; ie. To class, assembly or parents.</li> </ul> <p><b>Awareness of choices and decisions</b></p> <ul style="list-style-type: none"> <li>- To make careful and considerate judgements about their own and other's work without comparing their own work to that of others.</li> <li>- To use evaluation to understand what they need to do to improve and that all artists do this.</li> <li>-</li> </ul>
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