

## Art and Design at Great Wheltenham C of E Primary School

### Robins Class year Two and Year Three

#### Cycle 1

| Title                          | Still Life  |
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| Overview                       | The aim of this unit is for the children to develop their observation skills and ability to draw what they see. They will develop skills in sketching, linking what they see to shapes and how they overlap. We will challenge the children to begin to consider proportion and perspective in their drawings. The children will experiment with shading and then apply this learning into their own still life drawing.  |
| Knowledge Acquisition          | By the end of this unit, children will have created detailed still life drawings to be shown in an 'open art gallery' using a range of art media. They will understand the term 'Still Life' and recognise the works of Paul Cezanne. They will know how to draw objects adding textures and patterns. They will have improved their drawing skills, improving the size, shape and positions of objects on the page. They will have experimented with different forms of shading to create effects.   |
| Vocabulary                     | Life, shape, form, simplify, overlap, pattern, texture, proportion, perspective, shading, sketch, observe, detail, three dimensional  |
| Key Learning Objectives        | <ul style="list-style-type: none"> <li>➤ To understand what 'still life' drawing is and to look at the work of Paul Cezanne.</li> </ul> <p><b>Close up still life drawing:</b></p> <ul style="list-style-type: none"> <li>➤ To observe an interesting object (eg. leaf) using a magnifying glass.</li> <li>➤ To sketch an object drawing its patterns and textures.</li> </ul> <p><b>Still life drawing with shading:</b></p> <ul style="list-style-type: none"> <li>➤ To draw one simple object, focusing on size, shape and position.</li> <li>➤ To draw a small selection of objects, understanding space &amp; awareness of objects having a third dimension and focusing on how they overlap and their proportion and perspective to one another (eg. a small bowl of fruit or vegetables).</li> <li>➤ To experiment with shading (hatching scribbling, stippling &amp; blending) using a variety of media (pencil, charcoal, pastel etc).</li> <li>➤ To use shading to show light and shadow effects and light and dark lines.</li> <li>➤ To draw a small selection of objects, focusing on shading.</li> </ul> |
| Suggested Learning Experiences | <ul style="list-style-type: none"> <li>➤ To learn about the grades of pencils and explore these.</li> <li>➤ To explore how to create patterns and textures using pencil.</li> <li>➤ Throughout the topic children's marks are increasingly controlled.</li> <li>➤ Children to choose a still life object.</li> <li>➤ Open discussions about starting points for work.</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>➤ Share examples of Cezanne’s work, make annotations about his work with personal comments.</li> <li>➤ <a href="https://artfulparent.com/observational-drawing-for-kids/">https://artfulparent.com/observational-drawing-for-kids/</a></li> <li>➤ Opportunities to review their own and others work, sharing how they think and feel about the work. Children will reflect on what they may change or develop in future work.</li> <li>➤ Open Gallery to parents and other classes to view artwork.</li> </ul> |
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| Title                    | Painting – Colour and Cubism  |
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| Overview                 | The aim of this unit is for the children to be able to develop their painting skills, painting with an increasing accuracy and confidence. We will begin by looking at Pablo Picasso and his Cubist works. Children will use their sketchbooks to explore cubism and then create their own cubist portraits to paint.   |
| Vocabulary               | Pablo Picasso, cubism, portrait, bold, shapes, colour, size, shades, tone, lighten, darken, primary colours, secondary colours  |
| Knowledge Acquisition    | By the end of this unit, children will know how to mix a range of secondary and tertiary colours. Children will be able to mix shades and tints of colour from palest to darkest. Children will use primary colours to create collages. Children will know which colours to mix to create secondary colours. Children will be able to create shades of one colour. Children will know which colours are warm or cool colours. Children will be able to describe the work of a range of abstract artists.  |
| Key LOs                  | <ul style="list-style-type: none"> <li>➤ To understand and explore the art work of ‘cubism’.</li> <li>➤ To use a variety of tools and techniques to create effects and textures.</li> <li>➤ To experiment using different brush sizes and types.</li> <li>➤ To identify primary, secondary and tertiary colours by name and mix shades and tones and lighten and darken.</li> <li>➤ To explore painting techniques (layering, mixing media and adding texture).</li> <li>➤ To plan and paint a cubist portrait.</li> <li>➤ To develop their knowledge of Pablo Picasso through questioning and making thoughtful observations.</li> <li>➤ To compare methods and approaches in their own and others’ work.</li> </ul> |
| Key Learning experiences | <ul style="list-style-type: none"> <li>➤ Understand the work of Pablo Picasso and experience his work of Cubism.</li> <li>➤ Use sketchbooks to collect favourite cubism works and record responses.</li> <li>➤ Experiment with brushes and brush strokes and select the correct tools and techniques for the task.</li> <li>➤ Experiment with colour mixing, creating tones and shades of colour.</li> <li>➤ Plan, draw and paint a cubist painting</li> <li>➤ <a href="http://www.artcraftkids.com/art/Picasso-faces-easy-art-for-kids/">www.artcraftkids.com/art/Picasso-faces-easy-art-for-kids/</a></li> </ul>  |

## Cycle 2

| Title                    | Block Printing patterns  |
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| Overview                 | In this unit the children will learn about a form of art from another culture. The children will learn where block printing originated from and how it is used in India on fabrics and in clothes production. Pupils will use a variety of printing techniques to create repetitive patterns including, printing blocks, rollers, mono-printing.   |
| Knowledge Acquisition    | <p>Children will know how to create a repeating pattern considering line, shape, size and colour.</p> <p>Children will know how to create rubbings of natural materials.</p> <p>Children will know how to create printing blocks to create own printing patterns.</p> <p>Children will be able to create overlaying printing patterns using more than one colour.</p> <p>Children will have experienced using printing rollers to create repeating patterns.</p> <p>Children will be able to take inspiration from artists to create their own printing design.</p>  |
| Vocabulary               | Printing, block, relief, impressed, build up, monochrome, repeating patterns, palettes, press print, over printing, colour, blocks, rollers, natural objects, man-made objects,  |
| Key Learning Objectives  | <ul style="list-style-type: none"> <li>➤ To understand where block printing originated from and how it is used.</li> <li>➤ To learn about the role of crafts people involved in India and the process undertaken, including tools, equipment and materials.</li> <li>➤ To understand how this artwork has inspired other craft makers by looking at the British artist Louisa Loakes (The New Craftsmen).</li> <li>➤ To experiment using polystyrene blocks to print with relief prints.</li> <li>➤ To experiment using polystyrene blocks to print with impressed prints.</li> <li>➤ To design a print (label the relief and impressed parts and the colour, need to include the monochrome and colour).</li> <li>➤ To use printing equipment and media correctly to produce a clean printed image.</li> <li>➤ To create a printed fabric using Indian block printing.</li> </ul> |
| Key Learning experiences | <ul style="list-style-type: none"> <li>➤ Use videos to show children Indian block printing in India.</li> <li>➤ Look at Indian Strings' handcrafted printers from India (Instagram).</li> <li>➤ Have real examples of Indian block prints and printings to observe closely and explore.</li> <li>➤ Identify different types of printing (books, posters, pictures, fabrics etc.)</li> <li>➤ Create a simple authentic print with relief and impressed elements inspired by Indian print making.</li> <li>➤ Learn and explore pattern forms in their sketchbooks (repeating, half drop, full drop and random). Link to 2Paint program.</li> <li>➤ Experience fabric painting.</li> </ul>  |

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|  | ➤ Evaluated designs regularly, sharing designs and making suggestions for improvement. |
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| <b>Title</b>                   | <b>Collage 'Window'</b>  |
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| Overview                       | In this unit pupils will focus on the text 'Window' by Jeannie Baker to create a range of background scenery in collage form. Pupils will experience using a range of media to create different backgrounds in a range of ways, building on skills such as overlapping, tearing, crumpling. By the end of the unit pupils will have created a large scale background display representing the text whilst incorporating the skills and knowledge gained throughout the unit. |
| Knowledge Acquisition          | By the end of this unit, children will be able to experiment with colour and texture blocking and shape. They will be able to use collage techniques – folding, twisting, bending, crumpling, tearing, -overlapping, layering. Children will know how to re-create images using different media. They will be able to select natural materials to add detail to collage images. They will assess collage techniques within their own and others work.                        |
| Vocabulary                     | Collage, image, background, scenery, material, colour, paper, fabric, card, newspaper, magazine, wool, fold, twist, bend, crumple, scrunch, overlap, layer, shape, texture, sort, group, scale,  |
| Key Learning Objectives        | <ul style="list-style-type: none"> <li>➤ To create different backgrounds using collage techniques, such as, overlapping, crumpling, tearing, folding.</li> <li>➤ To use a variety of media to create different textures.</li> <li>➤ To collect, sort and match colours to create textured images.</li> <li>➤ To compare ideas, methods and approaches in their own and others' work.</li> </ul>  |
| Suggested Learning experiences | <ul style="list-style-type: none"> <li>➤ Sharing text 'Window' by Jeannie Baker, watch clips how backgrounds were created.</li> <li>➤ Create natural background inspired by the text.</li> <li>➤ Create collage animals.</li> <li>➤ Re-create their background on a smaller scale using natural objects to add to collage.</li> <li>➤ In groups re-create sections of a 'window' page to display on class window.</li> </ul>   |