





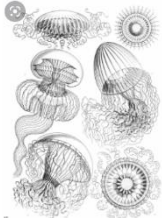












	SPRING TERM, 2022	Suggested link to artist/designer
YEAR ONE	<p>Focus: Drawing – Observational drawing Context: Kings and Queens (Castles and Dragons)</p> <p>Key Experience: How do artists show themselves? As a painter? As a mother? As a friend? As a person of importance? –the person or people and the objects they are holding, wearing, etc (the content, subject) –the main shapes and colours, etc in the image (the visual elements and the composition) –how the image is made: a photograph/painting/print? (materials and processes used) –how the image makes them feel about the person portrayed. What does the image tell you about the person? (the ideas and meanings).</p> <p>Investigate range of drawing media and marks they make eg try out techniques for showing textures of hair, smoothness of skin, pattern on clothing. Explore different types of marks, eg bold, expressive, quiet, wriggly. Model how to represent yourself using different media and mark-making.</p> <p>Closed Project: Use mirror to consider size and shape of faces and about the size of parts of their face in relation to each other. Draw life-size and miniature self-portraits - head/head and shoulders. Compare with earlier images/artists work similarities and differences. Reinforce that the children can choose how to project themselves in their self-portraits.</p> <p>Open Project: Review work from an artist and choose from selected media to create a self-portrait e.g. oil/soft pastel, collage, paint, 3D: string, foil, pencil shavings etc to create an alternative portrait in the style of.</p>	<p>Rembrandt van Rijn</p>  <p>Any Warhol</p>  <p>Pablo Picasso</p>  <p>Vincent Van Gogh</p> 
YEAR TWO	<p>Focus: Printmaking Context: Captain Cook – Life Times & Travels</p> <p>Key Experience: Observational drawing of natural ‘found’ objects e.g shells, pebbles, fossils, rope etc (pencil, pastel, fine liner etc)</p>	

	<p>Explore examples of designs based on nature and natural forms from different times and cultures. Discuss the use of line, shape, colour, texture and suggest ways in which the designs have been adapted to the materials e.g. fine liner for detail and precision.</p> <p>Closed Project: Select interesting patterns from initial sketches to develop into a relief print. Children choose one of their drawings to develop into a design for a print by:</p> <ul style="list-style-type: none"> - copying the main shapes onto paper to provide a pattern - enlarging the main shapes of their design - simplifying the shapes. <p>Use materials which are easier to manipulate e.g wide elastic bands rather than string.</p> <p>Open Project: Experiment with colour when printmaking. Draw key lines back into print.</p>	 <p>Ernst haeckel art in nature</p> 
<p>YEAR THREE</p>	<p>Focus: Sculpture including ceramicists Context: The Romans Analyse sculpture and vessels from history resources What materials, methods and techniques have been used? Which have used colour? Do any of the objects tell us where or when they were made, and if so, how? Ask the children what they think and feel about the containers and what these objects mean in their lives. Are they functional or decorative? What meanings do they hold? Annotate in sketchbook.</p> <p>Key Experience: Investigate the nature of clay – pulling, rolling, prodding, squeezing, tamping, printing Model how to make coils of clay by rolling the clay into strips; how to make a three-dimensional form by forming the coils into a spiral to make a base and building up the sides by laying coils around the edge of the base, one on top of another. The insides of the form can be smoothed to strengthen them. <i>Could also consider papier mache</i></p> <p>Closed Project: Ask them to elaborate the form in different ways, eg by: adding smaller cut-out shapes of clay; adding coils of clay; creating surface texture or pattern by impressing objects; roughening parts of the surface; modelling forms on the inside of the containers</p> <p>Open Project:</p>	<p>Clarice Cliff</p>   <p>Artwork from Ancient Roman times</p> 

	<p>Add to sculpture to create change texture and shape; consider how to 'colour' ceramics e.g add base colour, then detail. Make decisions as an artist e.g leave matt or apply a PVA glue wash to varnish</p>	
<p>YEAR FOUR</p> <p>Consider early Spring when snow has layed so chn can explore effect of light first hand</p>	<p>Focus: <u>Painting - Landscapes</u> Context: <u>Pole to Pole</u> Key Experience: Explore the rural landscape around as a starting point. Use viewfinder to select views which include interesting features, eg fields, hedges, waterways – snow that has fallen Ask the children to draw thumbnail sketches of these views in their sketchbooks Model how to focus on relative proportions, lines and shapes within the area selected. Model how to make notes about my sketches about interesting patterns, textures and colours, eg patterns of fields, textures made by weathering and decay; shades of white; play of light on snow/ice Closed Project: Model how to enlarge one of the sketches they could use a grid system or 'by eye' if more abstract. Explain, by referring to artists' work or through demonstrations, how to: – objects that are further away smaller, to give the idea that they have receded into the distance – make parallel lines appear to converge as they get further away from the viewer – make objects paler and bluer as they recede (aerial perspective) – arrange everything in the composition on the same plane (vertical perspective) Open Project: Use artists' prints to inspire children and increase their sense of what is possible. Work back into composition with oil pastels/soft pastel. Include detail with a fine brush.</p>	<p>Ernest Shackleton Nimrod - 1907-1909 Paintings by George Marston</p> <p>https://www.coolantarctica.com/Antarctica%20fact%20file/History/Ernest%20Shackleton_Nimrod_expedition-george-marston-paintings.php</p> 
<p>YEAR FIVE</p>	<p>Focus: <u>Mixed Media Collage (Rainforest)</u> Context: <u>The Americas</u> Key Experience: Identify interesting effects of colour, shape and form in artists work based on 'wild nature'. Compare: – how ideas are represented in the different forms – how shape, colour and texture are organised and combined in different ways – how materials and techniques have been matched to ideas and intentions</p>	<p>'High Volume Rainforest' by Derek Gores</p> 

	<p>Chn make studies in sketchbook, focusing on an abstract section of artwork rather than whole representation. Note the rather flat texture which can be enhanced by brushwork. Model this using different sized brushes inc a stippling brush.</p> <p>Closed Project: Children experiment adding textures to their artwork using brushwork and adding texture through collage: Show children an A6 plain piece of paper. Discuss ways to change surface of paper - crumple, pleat, fold, tear, plait, cut, coil, fan etc. Children then produce samples for future reference in sketchbook. Show how these techniques can be added to artwork or even used with artwork</p> <p>Open Project: Ask the children to select the approach to perspective that best suits their own ideas about their painting/artists work influenced by. (See artist Derek Gore) work for ideas that convey a moral message</p>	<p>He creates collages from recycled magazines, labels, assorted digital materials.</p> <p>Miriam Montenegro</p> 
<p>YEAR SIX</p>	<p>Focus: Textiles Context: World War II – Remembrance poppies</p> <p>Key Experience: Ask the children to describe work, referring to content / form /process in artists work Why did the artist select that particular viewpoint? How has the artist used colour in the work? Discuss time of year painted and changes brought about by seasons, light, mood. Ask the children to record information about different methods and approaches in their sketchbooks, selecting parts of the works that interest them, eg an area showing interesting variations in colour. Give children sample from painting to extend in sketchbooks using pastels. Draw attention to colour, pattern and light with lack of shape, line and form.</p> <p>Closed Project: Discuss how they could combine ideas from their first-hand observation to create own view. How will you use colour, composition and tone to create a mood? Using tissues and different types and textures of paper and fabrics, make a collage. Model how to tear tissue to create soft shapes and how to layer so edges blur into one another. Explore use of a limited use of colour to create background. Model how to create background and then layer shades of tissue to create foreground. Work back into collage with soft pastels using techniques learned last week.</p> <p>Open Project: Introduce project to chn. To use what they have learned about the style to create textile piece.</p>	<p>Van Gogh</p>  <p>Georgia O'Keefe</p>  <p>Amanda McCavour</p>   <p>Example of batik</p>

Focus on background. Discuss effects of batik + dye. Model and discuss how to create subtle colours – watering down dyes, thick bushes/sponges etc.
Chn create background using tijanting tools (or paintbrushes) dipped in wax. Use sketchbooks and previous work as a reference point.

EXTENSION:

Model how to sew back into batik to pull out pattern/line. Chn will have opportunity to add sequins, stitching, ribbons, fabrics etc to draw out pattern, colour and light.

