

Using Sketchbooks

Drawing, painting and sculpture

Study of great artists

Key Vocabulary	<p>F Composition, harmony, mood, abstract, linear perspective, texture (back & forth, depths of steps, scribble, blending, accent lines).</p>	<p>Colour match, Colour mix, Complementary colours, Contrasting colours, Relief, Resist, Layers, Repetition, Inks, Overlay, tints, tone and texture, stippling, shadow edging, overprint, architecture, observational art, lino, block printing, 2D, 3D modelling.</p>	<p>- Cycle 1 Autumn 1 Anglo-Saxons and Vikings - Selection of Nordic art, images, artefacts, burial grounds, jewellery.</p> <p>- Cycle 1 Spring 1 – Express Yourself - <i>Pablo Picasso, Paul Nash, Edvard Munch, Leonardo Da Vinci, Johannes Vermeer</i>. Investigating how these artists express and show emotion through their art pieces. Compare with modern day artists <i>Banksy</i> (Balloon Girl, Love is in the Bin, Show Me The Monet) <i>Yoshitomo Nara</i> (Cosmic Girl), <i>Christini Quarles</i> (Can You Feel? The Days Are Getting shorter) <i>Niki de Saint Phalle</i> (Tarrot Garden)</p> <p>- Cycle 1 Summer 2 Fit For Life - Capture motion movement in art. <i>Marcel Duchamp</i> – Nude Descending, <i>Umberto Boccioi</i> (sculpture Unique Forms of Continuity), <i>Harold Edgerton</i> (photographer shows a golf swing in action), <i>Giacomo Balla</i> (Dynamism Of a Dog On A Lesh)</p> <p>- Cycle 2 Autumn 1 & 2 The Mayans AD900 - Mayan masks, tribal/god/funeral. Tribal costumes. Paintings and carvings found in buildings. Investigate Ancient Mayan Temples, Chichen Itza, Tikal, Uxmal, Calakmu, Copan. Compare with modern day architects -<i>Zaha Hadid</i> (London Aquatic Centre) <i>Cuthbert Brodrick</i> (designed Leeds Town Hall), <i>Gaudi</i> (Catalan architect), <i>Adrian Smith</i> (designed Burj Khalifa UAE).</p> <p>- Cycle 2 Spring 1 & 2– WW2 - WW2 Propaganda posters from WW2</p> <p>- Cycle 2 Summer 1 – They See the World Like This – Renaissance Art (<i>Michelangelo, Raphael</i>). Romantic Movement (<i>George Stubbs, Thomas Hill</i>), Realist Movement (<i>Edouard Manet, Edgar Degas</i>), Impressionist Movement (<i>Paul Cezanne, Monet</i>) Japanese Art (<i>Hokusai</i>), Cubist Movement, (<i>Georges Braque, Picasso, Hockney</i>) Abstract art (<i>Howard Hodgkin, Jackson Pollock, Henri Matisse</i>). Pop Art – (<i>Warhol, Roy Lichtenstein</i>.) Modern day artists- (<i>Damien H, Jean-Michel Basquiat, Takashi Murakami</i>.)</p>
Previous knowledge/ Learning	<p>In ¾, our children will have:</p> <ul style="list-style-type: none"> - Used sketches to produce a final piece of art. - Learnt to use digital images and combine them with other media to create art that amalgamates their work with the work of others - Experimented with texture - Used photos to create reflections in water and other objects. 	<p>In ½, our children will have:</p> <ul style="list-style-type: none"> - Learnt to cut, roll and coil materials - Learnt to use IT to create a picture. - Created printed art by pressing, rolling, weaving, rubbing and stamping. - Created a clay pot and joined two clay finger pots together. - Use pointillism techniques (pencil & felt tip pens) to create a holiday scene/advert. - Use techniques used in Newbold poster art to create their own. - Learnt to show how people feel in paintings and drawings. - Created lines of different thickness, using 3 different grades of pencil. - Used pencil, pastel and charcoal to create art. - Studied the works of Goldsworthy and Nnenna Okore to create a natural or man-made sculpture. - Learnt how artists create moods and emotions through art. - Learnt to name the primary and secondary colours. - Created secondary colours by mixing paint, including brown and creating tints with white and tones with black. - Created a repeating pattern in print. - Learnt how to look at different artists work and describe what they like and dislike about it and ask questions - Learnt to imitate the work of artists. - Understand the term: cubism - <p>In ¾, our children will have:</p> <ul style="list-style-type: none"> - Shown facial expressions and body language in art. - Learnt to use different grades of pencil and charcoal to shade and to show different tones and textures using shading techniques: hatching & cross hatching. - Learnt to create a background using a wash - Learnt to use a range of brushes to create different effects in painting: dry brush (feathery technique), paint splatter, cross hatching (applying strokes in overlapping fashion from different directions). - Understand how different cultures used natural materials (mud, charcoal, berries, plants) to create paints. - Used photos to create reflections in water and other objects and learnt to show reflections. - Learnt how to age art by using techniques like teabags. - Know how art has been used to understand worldwide cultures and inform us of the past by viewing pictures, images, symbols found. - Explore famous mosaics and create their own. - Demonstrated how to print onto different materials using at least four colours. - Sculpted clay and other mouldable materials using cutting wire and other sculpting tools & techniques. 	<p>In ½, our children will have:</p> <ul style="list-style-type: none"> - Described what can be seen and given an opinion about the work of an artist - Andy Goldsworthy (sculptor, photographer) and Nnenna Okore abstract sculpturer. Bored Panda – using food to create pieces of art. - Asked questions about a piece of art – what would you want to ask the artist? Giuseppe Arcimboldo – Artist using food as a stimulus. - Suggested how an artist have used colour, pattern and shape Lowry, James, Fieber, Tinucci (landscape artists), Monet, Renoir, Turner (to see how they depict boats on water). Textile Artists – William Morris, Cath Kidston, Alexandra Kehayoglou (weaving), Billy Zanwega. - Learnt to imitate the work of an artist – Sir Alfred Sisley, Frank Newbold (artists who portray holiday destinations). Georges Seurat Pointillism artist. Cubist artists – Ang KiuKok, Piet Mondrian, Paul Klee, Maria Blanchard. <p>In ¾, our children will have:</p> <ul style="list-style-type: none"> - Identified the techniques used by different artists. - Learnt to compare the work of different artists and recognised when art is from a different culture. - Recognised which historical period art is from. - Experimented with the styles used by other artists, Rousseau, Okore, McDevitt, Gainsborough, Wojtkiewicz, Kapoor, Hepworth. - Explored the features of art from historical periods- Traditional Rainforest body art. Development of photographs. Cave art in Scavengers & Settlers. - Learnt about how different artists have developed their specific techniques.
N.C. Objectives	<p>1. To create sketch books to record their observations and use them to review and revisit ideas</p>	<p>1. Improve their mastery of art and design techniques, including sculpture with a range of materials: (for example, pencil, charcoal, paint, clay.)</p>	<p>1. Know of great artists, architects and designers in history.</p>

Using Sketchbooks

POWERFUL KNOWLEDGE:

Our children will:

- A1 - Experiment by using marks and lines to produce texture (back & forth, depths of steps, scribble, blending, accent lines).
- A2 - Experiment with shading to generate mood and feeling.
- A3 - Make amendments to their art following feedback
- A4 - Use a range of e-resources to create art (propaganda posters in WW2).
- A5 - Investigate and explore art from the past (Norse & Ancient Mayan).

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 Autumn 1 – Anglo-Saxons and Vikings

1. Experimenting with different grades of pencil, the children will show depths/textures in Anglo-Saxon masks, jewellery & musical instruments.
2. Investigate Norse art from Vikings times. Use pictures or artefacts to recreate the elaborate sketches found on ships, burial grounds and jewellery.A2

Cycle 1 – Spring 2 – Fit for Life.

1. Using the wooden mannequins, children will draw the human figure considering all joints and proportions. Starting with the torso, hips, shoulders, arms, legs, head then adding details.
2. Using sketch books, add tone, shape and colour to represent figures and form. Firstly, sketch the form standing still. Then sketch the form in motion – jumping, in a handstand, cartwheel, bridge etc.
3. Consider techniques to create movement (line, shapes, perspective, texture techniques).

Cycle 2 – Autumn 1 & 2 – AD900 Mayans

1. Children will investigate ancient Mayan buildings - *Chichen Itza, Tikal, Uxmal, Calakmu, Copan*. Children will observe the buildings and sketch their favourite using marks and lines to produce texture, perspective and 3D.

Cycle 2 – Spring 1 & 2 - WW2

1. Look at propaganda posters from WW2. Whilst exploring the differences between German and British posters, discuss the messages and how they were trying to influence people. Look at how they were trying to raise the morale of people at home and the forces fighting abroad. Discuss how these posters affected the opposition. E.g. Hitler used propaganda posters to show himself surrounded by adoring followers to make him look like a great leader.
2. Children will choose their favourite poster and recreate it digitally, explaining the messages behind each choice.

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POWERFUL KNOWLEDGE:

Our children will:

- A6 - Use shading techniques (stippling & shadow edging) to create mood and feeling and know how to organise line, tone, shape and colour to represent figures and forms in movement.
- A7 - They know how artists express emotion in art. This will focus on: their body position, the background, their clothing and further objects.
- A8 - Use images created, scanned and found; altering them to create art (images of movement, The Blitz, Mayan art, architectural drawings, art from different movements).
- A9 - Create an accurate print design and can overprint to create different patterns using polystyrene sheets first then progressing onto lino where they will use cutters to block print.
- A10 - Know which media to use to create maximum impact – Cubist image (paints or pastels), Abstract art (oils or collage), Mayan masks (mod rock or card), movement sketches (pastels or pencils).
- A11 - Understand how architecture is an art form and understand how it develops through time (Stone Age to Maya to Victorians to modern day).
- A12 - Use a range of pastels when creating a piece of observational art – (Fit for life – movement, Norse & Mayan artefacts)
- A13 - Explain why chosen techniques (sketching, shading, painting) have been used to create art.
- A14 - Use brushes to create certain textures: stipple brush for texture and stencils, thinner brushes for watercolour detail, larger, thicker brushes to cover masks.
- A15 - Understand cutting and layering techniques to recreate a landscape.
- A16 - Understand how to develop a flat 2D image to a 3D sculpture made from wire and mod rock.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 – Spring 2 – Fit for Life.

1. Children will view images of movement created by varied artists. They will discuss how the movement has been shown and what techniques the artists have used. Artists to include: **Marcel Duchamp** – Nude Descending - multiple images of someone going down the stairs. **Umberto Boccioi** (sculpture Unique Forms of Continuity – a person in motion shown in sculpture), **Harold Edgerton** (photographer using multiple flashes to show a golf swing in action), **Giacomo Balla** (observing the frantic energy of a dog shuffling quickly and the footsteps of a person trying to keep up).
2. Children will watch and view the body in action. They will perform certain movements (walk, run, star jump, burpee etc) and film each other. They will watch videos of people being active and in slow motion to allow understanding of how the body moves.
3. Children will show movement in their own drawings, using techniques discussed and practiced. Children will use pastels as they are effective to show movement.
4. Children will use IT packages to demonstrate and highlight movement.

Cycle 2 – Spring 1 & 2 - WW2

1. Children will view images of towns and cities created after the blitz. [This video](#) (amazing vocabulary) will really show them what it was like during The Blitz.
2. They will use their painting skills developed in previous years to create a backwash and use a silhouette to depict either houses, soldiers or families. For those that struggle, there is a chance to revisit the street scenes of Lowry in order to study how he used 2D shapes to give his streets correct perspective.
3. Children will make the silhouette stand out from the background making the image 3D.
4. Children to add a bulb to show search lights.
5. Building upon their knowledge of how artists use 2D shapes to provide perspective and to create 3D sketches (there are several great, basic, YouTube links to demonstrate this: [1](#), [2](#), [3](#)), the children will: choose an image or object that represents WW2 to them (soldier, poppy, Spitfire, tank). They will then, use a marker pen to draw the 2D shapes over the image. Now that they have identified the 2D shapes that make up their image/object, they will use these to create a 2D wire model of their foci. Next, the children will stuff the wire with newspaper to create a 3D model and then sculpt using mod rock, before painting (utilise the brush techniques in the PK).

Cycle 2 – Spring 2 – AD900 Mayans

1. Children will investigate evidence found from ancient Mayan buildings - Chichen Itza, Tikal, Uxmal, Calakmu, Copan. Children will observe the buildings and consider the specific designs, special astronomical significance, number of steps (365 to represent days of the year). Investigate carvings in buildings to understand how the Mayans lived their lives.
2. Children will compare the architecture of ancient times to modern times by looking at the works of **Zaha Hadid** (London Aquatic Centre) **Cuthbert Brodrick** (designed Leeds Town Hall), **Gaudi** (Catalan architect), **Adrian Smith** (designed Burj Khalifa UAE).
3. Make a gallery of their favourite buildings from around the world. This can be added to throughout the year.
4. Pupils will investigate traditional tribal art and Mayan masks where they represent their gods and used as part of their sacred funeral rituals. Children will design and create their own tribal/funeral or god mask from mod rock.
5. Using the book Rain Player by David Wisniewski as inspiration, (Set in ancient Mayan civilisation) children will recreate a typical Mayan landscape by layering paper to create depth and 3D.

Cycle 2 Summer 1 – They See the World Like This.

1. Children will write a description of each art movement (see next column) with explanations and examples.
2. Children will paint in the style of an impressionist (Cezanne & Monet) then using the same stimulus, (possibly a photo taken from the school grounds) use a different art movement technique, (i.e. cubism Braque, Picasso, Hockney) to recreate their art work.
3. Investigate Japanese art and The Great Wave by Hokusai. Understand how the painting was built up by using block printing. View video explaining the technique used: <https://www.youtube.com/watch?v=kEubj3c2How>
4. Children will use lino and cutters to replicate the same block printing as the Japanese artists used.
5. Investigate Abstract Artist - Howard Hodgkin – the children will hold a gallery of his paintings and critique them. Discuss what they remind them of: colours, techniques and shapes used.

Study of great artists

POWERFUL KNOWLEDGE:

Our children will:

- A17 - Research the work of key artists (see above for list)
- A18 - Understand and explain the style of art used and how this influenced the artist above.
- A19 - Discuss, with confidence, what an artist is trying to achieve and what message they are trying to convey.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 Autumn – Express Yourself

1. Children will discuss the 6 basic emotions. They will understand facial and body expressions. Teachers will use drama techniques for children to express different emotions as well as drawing/painting to show these different emotions.
2. Children will be shown a selection of paintings created by artists: La Femme qui Pleure, **Pablo Picasso**. Images of War, **Paul Nash**. The Scream, **Edvard Munch**. Mona Lisa, **Leonardo De Vinci**. Girl with the Pearl Earring, **Johannes Vermeer**. Pearl Earring, Balloon Girl, Love is in the Bin, Show Me the Monet, **Banksy**. Cosmic Girl, **Yoshitomo Nara**. Can Yew Feel? The Days Are Getting’ shorter, **Christini Quarles**. Tarrot Garden **Niki de Saint Phalle**. They will discuss what they can see in the paintings. Colours used, images/subject used, shapes used, brush strokes, mediums used. They will discuss why they think the artist painted that picture. How were they feeling when they painted it?
3. All children will focus on Edvard Munch and his painting of The Scream. They will understand the agonising face and the sky turning blood red which depicts his feeling of anxiety. Children will recreate this painting using the same techniques as Munch. They will create a digital image of themselves holding the Scream pose to add onto their painting.

Cycle 2 Autumn – They See the World Like This

1. Children will investigate the different art movements, Renaissance Art 1400-1600 (**Michelangelo, Raphael**), Romanticism 1780-1850 (**Stubbs, Hill**), Realism 1848-1900, (**Manet, Degas**) Impressionist 1865-1885(**Cezanne, Monet**), Japanese Art (**Hokusai**), Cubism 1907-1914 (**Braque, Picasso, Hockney**), Abstract 1940-1950 (**Hodgkin, Pollock, Matisse**), Pop Art 1950-1960 (**Warhol, Lichtenstein**), Modern Day art (**Hurst, Basquiat, Murakami**).
2. They will consider the main features/characteristics of each art movement by discussing the art and artists. Children will place the movements on a timeline.
3. Children will then compare modern day art and see if it is following a certain trend or message.
4. Children will produce their own piece of modern art in their own style or in the style of a modern-day artist (**Damien H, Jean-Michel Basquiat, Takashi Murakami**).