

Artist Focus - Romero Britto

PAN ARTWORK
THEME AND ART FOCUS TO BE SHARED WITH TEACHERS BY OCTOBER HALF TERM
CHILDREN WILL COMPLETE ARTWORK BASED ON THIS THEME TO BE PART OF A COMMUNITY DISPLAY IN
SPRING

Focus - drawing and painting

	Knowledge	Vocabulary	Learning Sequence
Pre - learning	<u>Children should already know how to:</u> <i>I can draw for a sustained amount of time paying attention to detail and creating accurate drawings.</i> <i>I can choose the correct pencil grade to show light and dark areas in my drawing.</i> <i>I can consider scale and proportion when I draw.</i>	Drawing Painting Pencil grade	Session 1 - Explore hatching and cross hatching <i>Hatching and cross hatching are techniques used to create tone.</i> <i>Hatching uses a single set of parallel lines the closer the lines are the darker the area appears.</i> <i>Cross hatching has lines that cross over each other. More lines create darker tones.</i> Suggested teaching activity In sketchbooks practice hatching and cross hatching techniques.
Learning in this unit	Children will learn how to: <i>I can draw independently for a sustained period of time.</i> <i>I complete detailed, accurate drawings.</i> <i>I can explore the technique of hatching and cross hatching.</i> <i>I can set up own resources, choosing paint and brushes appropriate to task.</i> <i>I can mix colours, shades and tones with greater confidence.</i> <i>I can explore different brush techniques - dotting, stippling, swirling</i>		Session 2 - Use hatching and cross hatching <i>Sketching allows us to develop of ideas which we can finalise later</i> <i>hatching and cross hatching shows light and dark spaces in drawings (e.g. shadows)</i> Suggested teaching activity Model drawing in sketchbooks with hatching/cross hatching to create shadows in space.
			Session 3 - Pencil self portrait Apply previous taught skills Suggested teaching activity Draw an independent self portrait in pencil discuss which parts of the face would be darker/lighter e.g under chin/neck
			Session 4 - Colour mixing I can adjust the shade of colours using black and white Suggested teaching activity In sketchbooks allow children time to explore mixing colours. Give children choices (poster paint or watercolour paint) children start with one initial colour. Make the colour lighter, darker, mix with other colours
			Session 5 - Exploring brush techniques <i>There are different brush techniques such as dotting, stippling and swirling that can add detail to my painting</i> Suggested teaching activity In sketchbooks model and explore different techniques <i>dotting, stippling and swirling, Label each one.</i>
			Session 5 - Easter card

			Apply taught skills Suggested teaching activity Draw and paint a design for the front of an Easter card using the techniques that have been practiced .e.g dotting, stippling, swirling background with cross on top
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Year 5 Medium Term Plan – Summer

Focus – 3D Artist – Pauline Ohrel

	Knowledge	Vocabulary	Learning Sequence
Pre-learning This is the first time children have used wire but children will be able to apply their previous skills working with clay and natural materials to this 3D artwork. Children should already know how to: - Model how to pinch and roll clay into a long cylinder shape. - Repeatedly coil clay cylinders to form a pot. <i>Y3 fine motor skills from clay work will support work manipulating wire.</i> - Select appropriate materials to add detail to their design. - Combine chosen materials and air-dough to add detail to their design. <i>Year 2 Children will be applying these skills to their wire sculptures.</i> - Explain to a peer or teacher what a sculpture is. - Select appropriate objects to use in their own 3D artwork. <i>Year 1</i> Learning in this unit Children will know how to: - Bend and shape wire to create desired shapes. - Using wire create a sculpture that represents a person in movement. - Add collage materials to wire models to depict clothing, accessories etc. children will also know how to: - Use a sketchbook to develop art techniques, research the work of artists and explore their own ideas. - Use self and peer evaluation in class to discuss shared artwork and make improvements to artwork. - Be able to talk about the artist and artwork of Pauline Ohrel. - Be able to say some different art styles and begin to say the name of an artist who works in that style.	This is the first time children have used wire but children will be able to apply their previous skills working with clay and natural materials to this 3D artwork. Children should already know how to: - Model how to pinch and roll clay into a long cylinder shape. - Repeatedly coil clay cylinders to form a pot. <i>Y3 fine motor skills from clay work will support work manipulating wire.</i> - Select appropriate materials to add detail to their design. - Combine chosen materials and air-dough to add detail to their design. <i>Year 2 Children will be applying these skills to their wire sculptures.</i> - Explain to a peer or teacher what a sculpture is. - Select appropriate objects to use in their own 3D artwork. <i>Year 1</i> Children will know how to: - Bend and shape wire to create desired shapes. - Using wire create a sculpture that represents a person in movement. - Add collage materials to wire models to depict clothing, accessories etc. children will also know how to: - Use a sketchbook to develop art techniques, research the work of artists and explore their own ideas. - Use self and peer evaluation in class to discuss shared artwork and make improvements to artwork. - Be able to talk about the artist and artwork of Pauline Ohrel. - Be able to say some different art styles and begin to say the name of an artist who works in that style.	Artist Pauline Ohrel Artwork Sculpture	Session 1 – Who is Pauline Ohrel? <i>Pauline Ohrel is a French contemporary artist.</i> <i>She created wire, mesh sculptures that show movement.</i> <i>She is still living and working as an artist in Paris.</i> Suggested Teaching Look at sculptures of Pauline Ohrel. Create artist page sharing information about Pauline Ohrel Look at images of her sculptures discuss how she shows movement in her dance sculptures. Annotate images
		Movement Pencil Pencil grades Charcoal Lines - thick, thin, curved, soft, sharp Light dark	Session 2 – people in movement - Use correct proportion and scale to represent body size within more than one image. - Showing movement in art looking at lines of the body and shapes that bodies create when moving/in action. - Lighter pencil grades used to create initial lines and then darker pencil grades to strengthen final lines. - Charcoal used flat on the paper can be used to represent movement lines. Suggested teaching Cross curricular link - Look at images of people in movement Seeing the types of tasks people would perform and their actions how they are moving within the images looked at. With a partner act out actions of sports, say freeze and create a quick sketch of the body shapes that can be seen. Practice drawing people in action/motion providing children with different pencil grades. Lighter pencil to create initial shape drawing using darker pencil grades to develop final lines.
		Wire Model Bend Shape Twist	Session 3 – Manipulating wire. - Bending and manipulating wire into clear shapes. - Twisting to join two separate pieces of wire together. Suggested teaching Starting with pipe cleaners manipulate them into shapes. Can these be developed into the shapes of people. Explore how to recreate the shapes and angles of bodies in movement. Move on to exploring and practicing manipulating wire. Creating different shapes with it. How to twist pieces together. Put these examples into sketchbooks
		layers	Session 4 – Wire sculptures - Bending and manipulating wire into clear shapes. - Twisting to join two separate pieces of wire together. - Using sketchbook images as inspiration Suggested teaching Use knowledge of manipulating wire to create a simple wire sculpture of an Anglo Saxon in motion. These sculptures may lie flat on the table the focus is on creating a representation of movement. Challenge – Can children manipulate the wire to create a standing model? Session 5 – Enhancing models - We can add layers on top of the models to enhance the visual representation of the movement.

			Suggested teaching Add collage materials to depict clothing, tools etc.
		Session 6 – Exhibit Children take photos of their own artwork for display portfolio. Place artwork on tables around the room and get children to move around the room (to music possible) when they stop can they write one star (positive) on a post it for this artist. Stick on artwork and repeat so each child has 2 stars.	