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| **Goonhavern Primary School- Art** | | |
| **TOPIC: Is Cornwall the best place to live?**  **Alfred Wallis** | **YEAR: 2** | **STRAND: Painting, Drawing, Sculpture and Artists** |
| **School Values** | | |
| **Five Ways to Wellbeing** | | |

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| **What should I know already?** | **What will I know by the end of the unit?** | |
| * How to create a collage using a variety of materials * How to observe objects and copy them using line and shape * How to create a picture using paint, holding and using painting tools correctly * How to create a sculpture using clay * How to use a camera to take a self-portrait * That artists such as Van Gogh and Picasso all painted self-portraits * That natural and man-made objects can be used to print creatively and create patterns * That a variety of natural and man-made objects in our school environment have textures that can be captured by using a rubbing technique * To be able to talk about my work and the work of other artists, expressing likes and dislikes | **Painting** | * Experiment with a range of tools and techniques * Create tones of colour by adding white and shades by adding black * Explore warm and cold colours and the emotions linked to these |
| **Drawing** | * Draw using a range of different pencil types (HB- Hardness B-Blackness) * Explore and experiment with different pencil types to produce lines of different thickness, shade and tone * Line- control lines made from copying and invent new lines * Tone- make light and dark lines, patterns and shades by using and collecting different media * Texture- discuss a range of different textures in drawing and how these can be achieved * Shape- draw shapes from memory and invent new shapes in artwork |
| **Sculpting** | * Manipulate malleable materials for a purpose * Experiment with constructing and joining different materials * Create 3-D works from 2-D images |
| **Artists** | * Find out about the work of different artists * Describe the similarities and differences between different practises and disciplines * Copy the work of artists and begin to make links to own work |
| **Digital** | * Explore photographic techniques, taking photographs of variations of the same type of object * Arrange photos creatively to produce original artwork |
| **Photographic Collage** | * Sort and group images for different purposes * Creatively position photographic images to produce artwork * Explore a variety of techniques |

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| **Vocabulary** | | | |
| **Artist** | A person who creates paintings or drawings as profession or hobby | **Medium** | Material used to create a piece of art |
| **Clay** | A stiff, sticky earth that can be moulded when wet and is then dried to make pottery | **Mixed media** | A picture created using more than one type of medium |
| **Cold colours** | Colours associated with rest, peace and sadness including blue, green and purple | **Observational drawings** | A visual representation of something an artist sees |
| **Collage** | A picture made from a variety of materials | **Palette** | A thin board on which an artist lays and mixes colours |
| **Colour wheel** | A wheel of colours that shows the relationship between primary and secondary colours | **Pastels** | Crayons made from powdered pigments |
| **Complementary colours** | Colours that are opposite each other on the colour wheel | **Pattern** | A repeated decorative design |
| **Craft-makers** | People who are skilled at making things by hand | **Secondary colour** | A colour made by mixing two primary colours |
| **Designers** | People who plan the look of something before it is made | **Shade** | A colour mixed with black to make it darker |
| **Details** | Minor decorative features | **Sketch** | A quick, rough drawing |
| **Evaluate** | To make a judgement or have an opinion about | **Technique** | A way of doing something |
| **Frottage** | Technique of taking a rubbing from a textured surface to use in a piece of artwork | **Tone** | The lightness or darkness of a colour |
| **Hot colours** | Colours associated with heat, anger and energy including red, orange and yellow | **Weaving** | A technique that involves interlacing materials like threads, paper or wood |
| **Line** | A long narrow mark or band |  |  |

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| **Image/diagram that helps me to articulate my knowledge/understanding** | **Investigate!** |
| Alfred Wallis biographical information: <https://www.tate.org.uk/kids/explore/who-is/who-alfred-wallis>  Amiria Gale  <https://www.amiriagale.com/shell-paintings/>    Barbara Hepworth  <https://www.tate.org.uk/art/artists/dame-barbara-hepworth-1274/who-is-barbara-hepworth> | **Painting**   * Introduce children to the works of Alfred Wallis * Children to create images in Wallis’ naive style (see Tate link) * Children create secondary colours to use in their work * Evaluate my painting, identifying things I would change or improve   **Drawing**   * Look at examples of shell art by Amiria Gale and discuss mediums and techniques used. Children should be encouraged to use knowledge based on Spring Term experiences * Children observe and draw a variety of shells using line, tone, shade and pattern to create texture and a sense of depth in their artwork * Evaluate my drawing skills, identifying things I would change or improve. Modify my work in light of my evaluation   **Sculpting**   * Children look at images of sculptures by Barbara Hepworth and consider techniques that might be used to recreate aspects of her sculptures in their own work * Children explore and develop sculpting and modelling skills to join pieces of clay to create their own Hepworth-inspired sculptures |