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| **Goonhavern Primary School- Art** | | |
| **TOPIC: Beach School/ Cornwall**  **Kurt Jackson** | **YEAR: 4** | **STRAND: Drawing, Painting, Collage 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?** |
| **Drawing**   * Use sketchbook to collect and record information, famous artwork, annotations and drawn ideas * Start to draw for a sustained amount of time at my own level * Line- make marks and lines with a wide range of drawing implements, including different grades of pencil * Tone- apply different tones by drawing in a different way * Texture- create texture with a wider range of drawing implements * Shape- use of symmetry and shape in artwork   **Painting**   * Use paint and printing to create repeated patterns * Mix a variety of colours and know which primary colours make secondary colours * Print using a variety of materials, objects and techniques including layering * Talk about the processes used to produce a simple print   **Collage**   * Copy images using a range of media and create own work * Experiment with various textures, colours and patterns and create contrasting images   **Artists**   * Find out about the work of different artists, craft makers and designers * Make links to own artwork * Investigate different cultures | **Drawing**   * Use sketchbook to collect and record information, famous artwork, annotations and drawn ideas * Draw for a sustained amount of time at my own level * **Line-** experiment with different grades of pencil and other implements to create lines and marks * **Tone**- apply different grades of pencil to achieve variation in tone * **Texture**- apply simple use of pattern and texture in drawings * **Shape**- begin to show awareness of shapes having a third dimension   **Painting**   * Experiment with different effects and textures according to what they need for the task * Mix colours to create own desired colours, using more specific colour language e.g. tint, tone, shade, hue * Interpret music, stories, poems and other stimuli in artwork * Research, create and refine a print using a variety of techniques   **Collage**   * Use collage as a means of collecting ideas and information and building a visual vocabulary * Incorporate textiles into artwork * Resist printing e.g. marbling and screen-printing * Create surface patterns and textures in a variety of malleable materials   **Work of other artists**   * Find out about the work of different artists, craft makers and designers * Make links to their own artwork * Investigate different cultures   **Evaluation**   * Evaluate my work and that of other artists using the language of art, craft and design |
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| **Vocabulary** | | | |
| artist | A person who creates art as a profession or hobby | pattern | A repeated decorative design |
| blending | Mixing two or more colours to soften lines | printing | A technique used to create an image using a reusable carved stamp. There are different types of printing. |
| blocking | Painting in simple blocks, or shapes, of colour | scumbling | Creating controlled scribbled marks |
| craft makers | People who are skilled at making things by hand | shade | A colour mixed with black to make it darker |
| designers | People who plan the look of something before it is made | shape | The outside line of something |
| details | Minor decorative features | sketch | A quick, rough drawing |
| evaluate | To make a judgement or have an opinion about | stippling | Small, distinct dots of colour are applied in patterns to form an image |
| hatching | An artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines | technique | A way of doing something |
| line | A long narrow mark or band | texture | The feel or appearance of a surface |
| medium | Refers to the different materials that can be used to create a piece of art | tone | The lightness or darkness of a colour |
| mixed media | A picture created using more than one medium |  |  |
| observational drawings | A visual representation of something an artist sees |  |  |
| pastels | Crayons made from powdered pigments |  |  |

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| **Image/diagram that helps me to articulate my knowledge/understanding** | **Investigate!** |
| Kurt Jackson:  <https://www.kurtjackson.com/>  Kurt Jackson Way of Working:  <https://youtu.be/UCtqPjInNmA>  <https://youtu.be/ktMadM_ubME> re-edit  Possible precursor to KJ:  Jackson Pollock:  <https://www.tate.org.uk/art/artists/jackson-pollock-1785> | **Use skills learnt this year to create a piece of art inspired by the work of Kurt Jackson**  **Drawing**   * Children could gather sketches, materials, words whilst at Beach school, collect in sketchbooks   **Painting**   * Experiment creating work outside- does it feel different? * Experiment with layers of paint, then washing them off- what effects can you create?   **Collage**   * Whilst at Beach school, collect objects on the beach to add to KJ collage- seaweed, pieces of rope, nurdles etc |