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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-editPossible 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
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