

Newquay Junior Academy – Spring Sequence – ART



YEAR 3

Prior knowledge... Collages can be created using paper and other flat materials. Pupils know what a line drawing is (not to include shading and colour)

YEAR 4

Prior knowledge... Ink or paint can be applied in a pattern from a simple print block

YEAR 5

Prior knowledge... artefacts are used as primary historical sources. Single line drawings can be used to depict the human form. Impressions can be made in different media, which can be used to mould or print. Relief blocks are raised in profile. Science link: gold and wax change state when heated to different temperatures.

YEAR 6

Prior knowledge... Primary colours are red, blue and yellow. Pupils will need to have had experience of WW2 Blitz images to produce artwork to represent this: Flambards visit, Historical image research etc...

INTENT

Pupils to explore line drawing and develop the skill to produce original line drawings of circus performers
They will explore ways of developing their outlines; through colouring, collage and/ or digitally using a web-based graphics package : Photopea.

Pupils will explore artwork and printmaking from the Japanese culture, becoming aware of the different palettes, techniques and subjects typically used by artists such as Hokusai.
Pupils will experiment with printing and painting techniques and create a monoprint image with a printed seal signature.

Pupils to research, observe and sketch a variety of artefacts from the pre-conquest MUISCA civilisation from Columbia. They will learn about the processes used by goldsmiths from history and apply this knowledge to their designs. They will create a tonjo; a gold, relief artefact, similar to those used as offerings about 600 years ago, but using card, wax strips and metallic paint. Their art will be used in related Computing (videoing) lessons.

Pupils will explore the artwork of Roy Lichtenstein, observe his techniques closely and then take inspiration from his style and apply this to create their own original artwork. They will experiment with different drawing and painting techniques to create these images.

VOCABULARY / STICKY KNOWLEDGE

Line drawings need to be continuous lines to avoid colour bleed if converted to digital format
That digital media software can create multiple images with different effects developed from an original line drawing.
Edward Degas was a French impressionist who drew and painted circus performers.
Continuous, layer, graphics package, digital media, bleed

Katsushika Hokusai was a Japanese Print artist born in 1760
Japanese artists had a particular style, brush technique and used a limited colour palette. Japanese artists used a seal of print block to sign their work.
Gyotaku is the traditional Japanese method of printing fish, dating back to the mid-1800s. A Monoprint is a single image by printing. Every image is unique.

Muisca culture was known for its skilled goldsmiths, Part of the El Dorado legend is depicted on the Muisca Raft that was discovered in 1969. People believe there is a lost city of gold in South America called El Dorado and ancient gold artefacts are used to support these theories.
Stylised, goldsmith, precious alloy, lost wax casting, artefact, tonjo, narrative, mould, motif, metallic, opaque, relief

Roy Lichtenstein became famous for his bright and bold paintings of comic strip cartoons as well as his paintings of everyday objects. He became known as a 'pop artist' because he made art about popular, everyday things. He mainly used the primary colours, using Ben Day dots and thick outlines in his work. Lichtenstein created his artworks from the 1960s, the war he depicted was the Korean War from 1950s.

SEQUENCE OF LESSONS

Developing sketches into simple line drawings then applying colour by different techniques and evaluating the outcome.
1. To look at and discuss a range of circus and magic artwork from different cultures and time periods and use these to inspire line drawings.
2. To develop the my chosen line drawing into a clear design with well-defined lines (for future digital extension) .
3. To complete my picture by hand, using my choice of how to colour it (including collage).
4. To play with Photopea to find out key functions of a web-based graphics package.
5. To use an online graphics program to change and layer images
6. To stick both finished pieces into sketchbooks, compare and evaluate.

1.To explore the work of a notable artist: Katsushika Hokusai
2. To free paint swimming fish in the style of Japanese artists (large brush, thin paint/ink)
3. To imitate Japanese artists' work by designing a seal print block and by painting symbols.
4. To use natural objects to create mono-prints (the Japanese art of Gyotaku)
5. To experiment with effects in sketch book and use chosen style to embellish printed images with background effects and Japanese blocks and symbols.
6.To present, evaluate and celebrate my finished artwork.

1.) "Is El Dorado real?" To investigate how art can tell stories. Children will learn the history and geography of legend of El Dorado and how this could link to the class novel, 'The Explorer ' by Katherine Rundell.
2.) To explore, observe and sketch artefacts from the Muisca civilisation. Know the process used by Muisca goldsmiths so these can be imitated in their design process.
3) To design and plan how to create my replica Muisca artefact.
4.) To create my replica Muisca artefact. Create using card, wax craft strips / WikkiSticks and quality opaque metallic paint. Next sessions take the artwork and create a video documentary telling of the discovery and origin of the object and how it supports the legend of El Dorado

1. To consider Lichtenstein and pop art style; comic print / ben day dots. Primary colours. Investigate by observing & drawing an example.
2. To identify all elements of his cartoon style pics. Style & language / names = US 1950s. Using line drawing only, pupils design and draw their own picture to depict elements of the Blitz: Air raid warden / evacuee etc with same elements but WW2 Britain names, scenes etc.
3. To colour own line drawing examples using primary colours, dots and black.
4 OPTIONAL, if time: To mount their own work in chosen interesting way (using limited palette)
5. Extension: To challenge pupils to create a collage using suitable dotty papers and a black sharpie to outline at the end.
6. To evaluate.

OUTCOME / COMPOSITE

Pupils develop skills in drawing, collage and using layers in graphics package. They will produce different outcomes (one digital, one handmade) from one line drawing image and they will exhibit and compare them.

Pupils will understand Japanese style and techniques through experimentation and practice. They will produce an embellished monoprint.

Pupils will create a tonjo of their own design then use this in a video documentary to explain how their artefact supports the theory of the existence of El Dorado.

Pupils will create a well observed copy of a Liechtenstein classic painting to appreciate his style. Then each child will create their own WW2 themed pop art picture, inspired by him.

