

Goonhavern Primary School- Art

**TOPIC: Is Cornwall the best place to live?
Alfred Wallis**



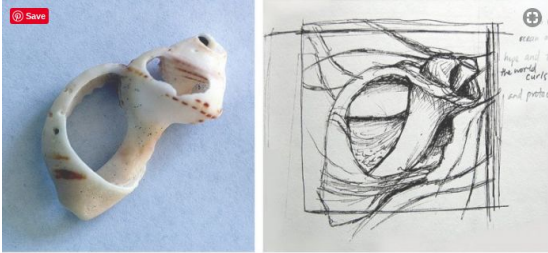
YEAR: 2

STRAND: Painting, Drawing, Sculpture and Artists

What should I know already?	What will I know by the end of the unit?	
<ul style="list-style-type: none"> • 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 	<p>Painting</p>	<ul style="list-style-type: none"> • 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
	<p>Drawing</p>	<ul style="list-style-type: none"> • 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
	<p>Sculpting</p>	<ul style="list-style-type: none"> • Manipulate malleable materials for a purpose • Experiment with constructing and joining different materials • Create 3-D works from 2-D images
	<p>Artists</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Explore photographic techniques, taking photographs of variations of the same type of object • Arrange photos creatively to produce original artwork
	Photographic Collage	<ul style="list-style-type: none"> • Sort and group images for different purposes • Creatively position photographic images to produce artwork • Explore a variety of techniques

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		

Image/diagram that helps me to articulate my knowledge/understanding	Investigate!
<p>Alfred Wallis biographical information: https://www.tate.org.uk/kids/explore/who-is/who-alfred-wallis</p> <p>Amiria Gale https://www.amiriagale.com/shell-painting-s/</p>  <p>Barbara Hepworth https://www.tate.org.uk/art/artists/dame-barbara-hepworth-1274/who-is-barbara-hepworth</p>	<p>Painting</p> <ul style="list-style-type: none"> ● 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 <p>Drawing</p> <ul style="list-style-type: none"> ● 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 <p>Sculpting</p> <ul style="list-style-type: none"> ● 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

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Q1	Start of Unit	End of Unit	Q3	Start of Unit	End of Unit
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