






Topic Overview

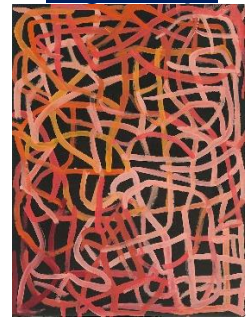
These are the 17 Global Goals:

THE GLOBAL GOALS For Sustainable Development



			<p>management of Cubism was based on a palette of green, brown and grey colours with little light.</p> <p>“Every child is an artist.” - Pablo Picasso.</p> <p>The National gallery has his work on display.</p>	<p>each other. Houses made of straw, human waste thrown on top the streets, homelessness.</p>	<p>was about dreams and including images of real thing (faces) with imagined things (monkeys on shoulders and jaguars). Link to Salvador Dali.</p>  <p>Discuss how Frida Kahlo was one of the first female artists to be taken seriously. Her husband helped to get her work in exhibitions, otherwise she would not have been successful. Mention that she was in a bus crash when she was young, and her back was damaged for her life. She used painting to overcome pain. Be careful not to use some of her more explicit images!</p> <p>“Nothing is absolute. Everything changes, everything moves, everything revolves, everything flies and goes away.” "Nothing is worth more than laughter. It is strength to laugh and to abandon oneself, to be light." - Frida Kahlo</p> <p>The Tate modern has some of her work.</p>	<p>Discuss the Post-impressionist movement and how it used the impressionist techniques of vivid colours, a thick application of paint and real-life subject matter, but emphasised shapes and distorted lines. The colours they used were unnatural and random. Mention Van Gogh was an unhappy man and used his unhappiness to create art.</p> <p>“I dream my painting and I paint my dream” – Vincent Van Gogh.</p> <p>The National gallery has his work.</p>	<p>*Evaluate his/her work against their intended outcome. *Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</p>  <p>Discuss how Chris Ofili always adds elephant dung to his paint when he paints, because it is a way to bring Africa into his paintings. The children will have mixed a 'special ingredient' into their paint. What they have mixed in should have a personal reason and meaning to them.</p>	 <p>Discuss the restrictions of Victorian times on art and realism. Talk about block printing and</p> <p>William Morris gallery in Walthamstow. V&A has a collection of his works.</p>
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Using line and colour
Artist: Emily Kame Knqwarreye



Materials: paint, string, card and paintbrushes.
Key vocabulary: Line, colour, move, wiggle.
Target:
*Develop their own ideas and then decide which materials to use to express them.
*Use drawing to represent ideas like movement or loud noises.
*Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.



Children are to paint a background then use string covered in paint to pull across paper and make lines. Let them listen to atmospheric, music as they do this.

Using line and colour
Artist: Jackson Pollock



Materials: paint, A3 card and paintbrushes.
Key vocabulary: Splash, move, drop, mix colours.
Target:
*Create collaboratively, sharing ideas, resources and skills.
*Explore, use and refine a variety of artistic effects to express their ideas and feelings.



Let the children listen to dramatic music and work in small groups to flick and drop paint on large pieces of paper. They need to create lines and explain what they are making.

Using line and colour
Artist: Keith Haring



Materials: coloured cardboard for people cut outs, White card for background, scissors, pencils, rulers, photocopy photographs of the children to collage into their work.
Key vocabulary: trim, stencil, design, people, join.
Target:
*Know the names of tools, techniques, and elements that he/she uses.
*Make structures by joining simple objects together.
*Make marks in print using found objects and basic tools and use these.
to create repeating patterns
*Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.
*Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.
*Explore mark-making using a variety of Tools.



Discuss how the people are holding hands and dancing and how as a class we work together all the time.

Self-portraits.
Artist: Yayoi Kusama



Materials: coloured pencils, charcoal, chalk, paint, cotton buds and paintbrushes.
Key vocabulary: Daub, dot features, colours, shades, colour mixing, powerful.
Target:
*Represent things observed, remembered or imagined using colour/ tools.
*Try out different activities and make sensible choices about what to do next.
*Give reasons for his/her preferences when looking at art/craft or design work.
*Know that different artistic works are made by craftspeople from different cultures and times
*Experiment with tones using pencils, chalk or charcoal
*Represent things observed, remembered or imagined using colour/tools



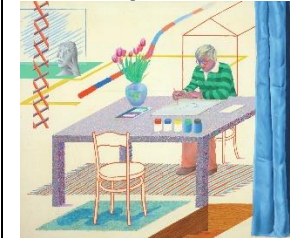
Discuss how Kusama has struggled for recognition as an artist in her native Japan.

Land Art
Artist: Andy Goldsworthy



Outcome:
Materials: pencils, card, paint, paintbrushes and natural materials.
Key vocabulary: Manmade, sculpture, materials/mediums, observational drawing, texture
Target:
*Use a range of materials creatively to design and make products
*Develop an awareness of types of art.
*Use sculpture to develop and share their ideas, experiences and imagination
*Look at the work of Andy Goldsworthy and making links to their own work.
*Improve their mastery of art and design techniques, including sculpture with a range of natural materials.
*Evaluate and analyse creative works using the language of art, craft and design

Life drawing
Artist: David Hockney



Outcome:
Materials: acrylic paint, coloured pencil, chalk and paintbrushes.
Key vocabulary: Daub, dot features, colours, shades, colour mixing, life, what do you see?
Shape, texture.
Target:
*Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
*Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.



Discuss the different techniques Hockney uses cross hatching, shading, drawing shadow.

Life drawing/ collaging
Artist: Matisse



Outcome:
Materials: coloured paper for ripping, glue and background. A scene for the children to draw from. E.G., a vase of flowers or bowl of fruit.
Target:
*Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.
*Experiment with using layers and overlays to create new colours and/or textures.
*Evaluate his/her work against their intended outcome.


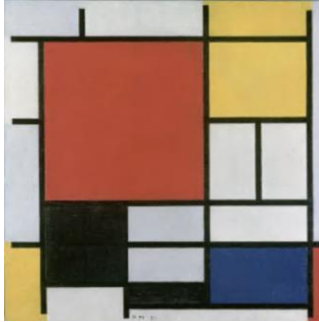















Discuss whether the children like the work and why. Whether they think it looks like what it is portraying.

Life drawing- landscapes
Artist: J M W Turner



Outcome:
Materials: oil paint, turpentine, brushes, cartridge paper/ canvases.
Key vocabulary: Line, Tone, Texture pattern colour Shape Two-dimensional Graduation Printing Drawing Painting Light Dark Contrast Looking Observing Mark-making Objects Photomontage Collage Describing Thick Thin Wavy Rubbings Frottage Cross-hatching Scribbling Regular Irregular Natural Man-made, realist.
Target:
*Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds
*Use simple perspective in their work using a single

			<p>His style was a mixture of pop art and graffiti.</p> <p>“Art should be something that liberates your soul, provokes the imagination and encourages people to go further.” Keith Haring.</p>	<p>Her work is currently being shown in the Tate Modern.</p>			<p>focal point and horizon</p> <p>On display at Tate Britain</p>	
	<p>D&T</p> 	<p><u>Using shape and line</u> Artist: Piet Mondrian</p>  <p>Outcome:</p>  <p>Materials: Squares of A5 white card, acrylic paint, tape.</p> <p>Key vocabulary: Lines, boxes, primary colours, separate, dark, light.</p> <p>Target: *Using different paints including watercolours and acrylic Using different materials to make a variety of different collage pieces.</p>  <p>Discuss that Mondrian was painting landscapes and each square is a tree or house.</p>	<p><u>Aboriginal art</u> Artist Seurat.</p>  <p>Outcome:</p>  <p>Materials: Paint, cotton buds, toothpicks, paint brushes.</p> <p>Key vocabulary: pointillism, dream time, Aboriginal</p> <p>Target: *Explain what he/she likes about the work of others *Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. *Explore mark-making using a variety of Tools.</p>  <p>Discuss 'dream time' and how aboriginal culture is being destroyed as well as their beliefs that animals and the land should be worshipped as deities.</p>	<p><u>Using line and colour</u> Artist: Wassily Kandinsky</p>  <p>Outcome:</p>  <p>Materials: Paint, cotton buds, toothpicks, paint brushes, watercolours, rulers.</p> <p>Key vocabulary: circular, linear, emphasis.</p> <p>Target: *Explore different pencil and paint techniques. *Experiment with tones using pencils, chalk or charcoal *Use a variety of techniques including carbon printing, relief, press and fabric. *Try out different activities and make sensible choices about what to do next. *Give reasons for his/her preferences when looking at art/craft or design work. This could be done as printing onto white cotton using fabric paint.</p>	<p><u>Impressionist Landscapes at work</u> Claude Monet</p>  <p>Materials: pencil, oil pastels, images of artwork by Monet, samples of Impressionist tape paintings, glue, tape of different colors, scissors</p> <p>Key vocabulary: inspiration, pastel, scene, composition, texture, style,</p> <p>Target: *To learn about Claude Monet and the Impressionists. *Explore and learn about color theory as it relates to the style of the impressionist. *To understand the different painting styles. *To create a collage in the impressionist style.</p>	<p><u>Japanese art</u> Artist: Hokusai</p>  <p>Outcome:</p>  <p>Materials: Paint, toothpicks, paint brushes, watercolours,</p> <p>Key vocabulary: wash, mix, drag, dab.</p> <p>Target: *Use watercolour paint to produce washes for backgrounds and then add detail *Use a number of brush techniques to produce shapes, textures, patterns and lines *Use colour to reflect feeling and mood *Compare art styles from different periods in time</p>  <p>Discuss the Japanese painting traditions.</p>	<p><u>Clay and modelling</u> Artist: Lubna Chowdhary</p>  <p>Outcome:</p>  <p>Materials: White clay, rolling and cutting tools, boards.</p> <p>Key vocabulary: Roll, slip, design, join.</p> <p>Key vocabulary: Roll, slip, design, join.</p> <p>Target: *Investigate the work of artists and designers from the past *Use a variety of tools and techniques for sculpting in clay, papier-Mache and other mouldable materials *Use a range of natural and man-made materials to create sculptures Produce increasingly detailed preparatory sketches for 3D work. *Develop skills in using clay including slabs, coils and slips.</p>	<p><u>Street Art to Canvas</u> Artist: Jean-Michel Basquiat</p> <p>Materials: oil pastels, print, paint, paint brushes, music, card, crayon</p> <p>Key vocabulary: moral, sculpture, graffiti, vibrant,</p> <p>Target: *To recognise Basquiat's style-bright abstract figures. *To understand techniques artists use to show movement e.g Basquiat listened to music to paint expressively to show movement. *To know what graffiti is. *To consider different art forms-graffiti, print, sculpture, video. *To know and understand that artists can have moral messages in their artwork. *To understand accurate proportion of figures.</p>

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