

Term 3

Unit Overview: UKS2 Art

Mixed Media Land and City Scapes

<p><u>National Curriculum Links</u> Pupils should be taught:</p> <ul style="list-style-type: none"> ❖ to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; ❖ to create sketch books to record their observations and use them to review and revisit ideas; ❖ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; ❖ to know about great artists, architects and designers in history. 	<p><u>Aims of pathway</u> In this pathway children understand the idea that artists don't just work in studios – instead they get out into the world and draw and paint from life, inspired by the land and city-scapes where they live.</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ That artists use a variety of media often combining it in inventive ways, to capture the energy and spirit of land or city-scapes. ❖ That artists often work outside (plein air) so that all their senses can be used to inform the work. ❖ That as artists we are able to experiment with materials, combining them to see what happens. We can feel free and safe to take creative risks, without fear of getting things “wrong”. ❖ We can share our artistic discoveries with, and be inspired by each other. ❖ We can use sketchbooks to focus this exploration and we do not always need to create an “end result” – sometimes the exploratory journey is more than enough. 	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Work in sketchbooks, or on larger sheets of paper, to discover how they can use different combinations of media to capture the energy and spirit of place. ❖ Pupils extend and adapt existing sketchbooks so that they can make drawings/paintings at different scales and ratios. ❖ They are enabled to take creative risks, explore and experiment, without the pressure of having to “produce” an end result. ❖ Pupils are given the freedom to use mixed medium in ways which suit them and their subject matter. 	
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none"> ❖ Understand that there is a tradition of artists working from land, sea or cityscapes. ❖ That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ Explore mark making. ❖ Make visual notes to capture, consolidate and reflect upon the artists studied. ❖ Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. ❖ Explore how you can you paint (possibly combined with drawing) to capture your response to a place. 	<p><u>3 domains of knowledge:</u></p> <p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can extend my sketchbook thinking creatively about how I can change the pages giving myself different sizes and shapes of paper to work on. ❖ I can use my sketchbook to explore and experiment. I have taken creative risks and been able to reflect upon what worked and what didn't work. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I have seen how artists respond to land and city scapes in various ways by using inventive mixed media combinations. ❖ I have seen how artists work outside amongst the land and city scapes which inspire them, and how they use all their senses to capture the spirit of the place. ❖ I have continued my exploratory work outside the sketchbooks, bringing my “sketchbook way of thinking” to larger sheets of paper. 	<p><u>Artists</u> Vanessa Gardiner, Shoreditch Sketcher, Kittie Jones</p> <p><u>Cross Curricular Opportunities</u> Geography: Link landscapes to your chosen topic e.g. cities in the Northern hemisphere, settlements and land use, digital mapping. Science: Local habitat, Environmental changes. PSHE: Responsibility to the planet, collaboration, Peer Discussion</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> Landscape, Cityscape, Working from Life, Mixed Media, Senses, Spirit, Energy, Capture, Composition, Format</p> <p><u>Medium and Materials</u> Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue)</p> <p><u>Techniques</u> Use different combinations of media to capture the energy and spirit of place.</p>

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<ul style="list-style-type: none"> ❖ Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. 	<p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> ❖ Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. ❖ Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. ❖ Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. 		<p>Experimenting and exploring. Creative risk taking and discovery.</p> <p><u>Disciplines</u> Painting, Drawing, Sketchbooks</p>
<p>Prior learning <u>EYFS: Expressive Art & Design</u></p> <ul style="list-style-type: none"> ❖ Create closed shapes with continuous lines and begin to use these shapes to represent objects. ❖ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ❖ Use drawing to represent ideas like movement or loud noises. <p><u>LKS2</u> Explored working with gestural marks and mixed media. Developed skills in working from original sources. Understood how you use your body, media, tools and intent affect outcome.</p> <ul style="list-style-type: none"> ❖ Continue to develop colour mixing skills. Cloth, Thread, Paint ❖ Understand that paint acts differently on different surfaces. Cloth, Thread, Paint 	<p>Future application of skills Develop skills in combining materials. Develop skills in working from original source and making independent creative decisions about which media to use and how.</p> <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Explore colour: make colours, collect colours, experiment with how colours work together. Brave Colour ❖ Make independent decisions as to which materials are best to use, which kinds of marks, which methods will best help you explore. Exploring Identity 		<p>British Values</p> <ul style="list-style-type: none"> ❖ <u>Democracy</u>: Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer- assessment and encouraging students to support each other. ❖ <u>The rule of law</u>: Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. ❖ <u>Individual liberty</u>: Children are able to express themselves through art and design. ❖ <u>Mutual respect</u>: Children are encouraged to look at art in different cultures and religions -Rangoli patterns, Myan art etc ❖ Art through other curriculum subjects respects all opinions eg What does Jesus look like? <p>Christian Values “<u>Courage</u>,” the pioneering French artist Henri Matisse once insisted, “is essential to the artist, who has to look at everything as though he were seeing it for the first time.” <u>Spirituality</u>: Ows, Wows, and Nows</p>

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		<p>Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.</p>
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