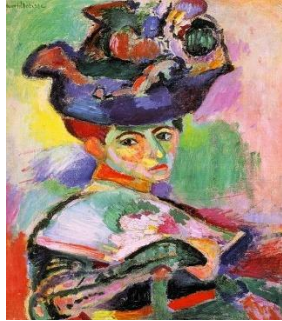


ART Maria Thomas- Zentangle Craft	Concept	Enquiry Objective	Activities	Vocabulary	Resources
Week 1-2	Evaluate/ Analyse Exploring and Developing Ideas	What is Zentangle Art? I can analyse work of Maria Thomas and other Zentanglers. I can recall key facts about the artist Maria Thomas during quizzes, games and teacher questioning. I can give detailed observations about notable artists' and designers' work; I can offer facts about notable artists' and designers' lives; I can use key vocabulary to demonstrate knowledge and understanding of famous artists & Crafters. I can explore ideas from first-hand observations; I can design artwork based on artists I now know. Can I re -create Zentangle Art using ink? I can use pencil, ink, crayons ,charcoal, graphite to re create various Zentangle patterns. I can draw horizontal, vertical, diagonal, curved, zig-zag and wavy lines accurately. I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching, scribbling, highlighting; I can use a variety of tools and select the most appropriate; I can use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, Zentangle. I can offer feedback using technical vocabulary; I can think critically about my art and design work; I can use digital technology as sources for developing ideas; How does Stephen Wiltshire' memory aid his Art? I can understand why artist Stephen Wiltshire works in a certain way due to his disability. I can attempt to sketch a landscape from memory like Stephen Wiltshire.	Inspiration Board: Zentangle/ Maria Thomas. Analyse Art using evaluation Q's Use pencils and pens, card squares and paper tiles to investigate Zentangle. Write down any facts you can recall about the crafter. Explore the Art of Zentangle. Lines, patterns, repetition.	Zentangle Maria Thomas Monochrome Calming repeat pattern	Pencils Pens Zentangle books Paper tiles
		Inspiration Board: Stephen Wiltshire View a picture for limited time. Take it away now draw what you saw from memory.	diverse artist, autism, photographic memory, landscapes.	Pencils Sketchbook Landscape Photograph	
Week 4	Drawing	What is a still life sketch? I can review and revisit ideas in my sketchbook. I can add subject specific details to the background and foreground. I can depict movement and perspective in drawings; I can experiment with showing line, tone and texture with different grades of pencils; I can use pencil, ink, crayons ,charcoal, graphite to re create various Zentangle patterns. I can draw horizontal, vertical, diagonal, curved, zig-zag and wavy lines accurately. I can use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching, scribbling, highlighting; I can use a variety of tools and select the most appropriate; I can use key vocabulary to demonstrate knowledge and understanding Of Zentangle. I can offer feedback using technical vocabulary;	Inspiration Board: Techniques Model : shadows, reflection, hatching and cross-hatching, scribbling, highlighting whilst sketch a moving sea creature.	Still life shadows, reflection, hatching and cross-hatching, scribbling, highlighting; line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, Zentangle.	Pencils Sealife images Zentangle Sketchbooks

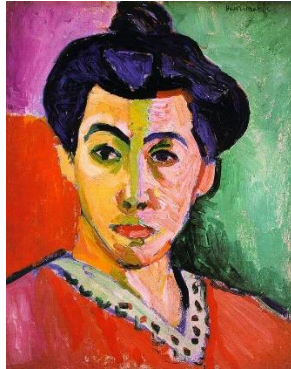
		I can think critically about my art and design work;			
Week 5-7	Sculpture/ Painting	Can I create a 3D clay tile? I can use tools and materials to carve, add shape, add texture and pattern; I can cut, make and combine shapes to create recognisable forms; I can use clay and other malleable materials and practise joining techniques; I can add materials to the sculpture to create detail; I can use key vocabulary to demonstrate knowledge and understanding of clay techniques: score, slip, mould, smooth, pinch, papier mache, layer I can plan and design a sculpture; I can use key vocabulary to demonstrate knowledge and understanding in this strand: carve, scrape, gauge, smooth, cut, form, structure, texture, shape, mark, soft, join.	Model: Procedure to make a tile. Roll .Cut. Add texture and carve, smooth. Join using score and slip method. Take photos to glue in sketchbook.	Score Slip Carve Smooth Pinch	Clay Clay tools Tile cutter Wooden mats Hessian Water Ready made slip Cocktail sticks.
End of unit assessment		Children put on an exhibition for parents in which they will explain what they have learnt. Who is Maria Thomas? Where is she from? What concept does she use? What does the Art of Zentangle do to the participant? Why do you think this happens? How did Zentangle make you feel?			

Fauvism Henri Matisse Y5/6 AUTUMN	Concept	Subject Knowledge Objective	Use all or some of the following activities	Differentiation	Sticky Knowledge
Vocabulary	Blend, primary colours, highlights, shade, tone, observational 3D sketching, portraiture, proportion, curve/vertical/horizontal/parallel lines, paint, tertiary colours, vertical/horizontal/diagonal lines.				
Week 1	Analysis	To understand: the key features of Fauvism. To know: Henri Matisse was an artist.	Who is Henri Matisse? https://www.youtube.com/watch?v=gWFzKdegq-0 https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse Woman with a Hat One of Matisse's 1905 paintings was Woman with a Hat. In this painting you can see that he uses bright and unnatural colors to paint the woman. It brings a different level of emotion to the painting. Although Matisse was initially criticized by some for this new style, Woman with a Hat was purchased by major art collectors, giving Matisse renewed confidence.	<ul style="list-style-type: none"> Key words/Pictures –ben-day dots, primary colours, monochrome, Pop art, popular, comic strip, New York. Recap: https://www.youtube.com/watch?v=s37OoBXYAc	French 1869-1954 Strict family Fauvism Known for use of bright colour Where did Henri Matisse grow up? Henri Matisse grew up in the northern part of France. His father was a grain merchant and strict with Henri. He went to school in Paris and studied law. In 1888 he passed the bar and took a job as a law clerk. Fauvism In the early 1900s Matisse developed a new style. He began to paint with bright masses of colors that were freely applied. He used the colors to express emotion

'Woman in a Hat' 1905



'Green Stripe' 1905
(his wife)









Green Stripe, 1905, the depiction of the artist's wife, Amélie, is one of Matisse's most famous paintings and a masterpiece within 20th century portraiture.

Matisse has used color alone to describe the image. Her oval face is bisected with a slash of green and her coiffure, purpled and top-knotted, juts against a frame of three jostling colors. Her right side repeats the vividness of the intrusive green; on her left, the mauve and orange echo the colors of her dress. This is Matisse's version of the dress, his creative essay in harmony.

The green stripe down the center of Amélie Matisse's face acts as an artificial shadow line and divides the face in the conventional portraiture style, with a light and a dark side, Matisse divides the face chromatically, with a cool and warm side. The natural light is translated directly into colors and the highly visible brush strokes add to the sense of artistic drama.

often using colors that had nothing to do with the natural colors of the subject. In 1905 Matisse, together with fellow artists Maurice de Vlaminck and Andre Derain, exhibited their new style to the world. One critic called them "fauves", which meant "wild beasts". The name stuck and their style of art was called Fauvism.

<p>Week 2</p>	<p>Analysis</p>	<p>To know: Female 'copycat' artist Elaine Sturtevant.</p> <p>Skill: to 'copycat' Andy Warhol's 'Flowers'.</p>	<p>ELAINE STURTEVANT (American) Copy cat artist</p> <p>https://www.widewalls.ch/artists/elaine-sturtevant</p>  <p>Elaine Sturtevant's 'Flowers'</p> <p>Andy Warhol's 'Flowers'</p>  <p>Use felt tips and ink to re-create Warhol's 'Flowers' like Sturtevant.</p>	<ul style="list-style-type: none"> • Key Words/pictures- collage, paint, genre, film ,acting, music. 	<p>Elaine Frances Sturtevant, also known professionally as Sturtevant, was an American artist. She achieved recognition for her carefully inexact repetitions of other artists' works. Wikipedia Born: 23 August 1924, Lakewood, Ohio, United States Died: 7 May 2014, Paris, France</p>
<p>Week 3</p>	<p>DRAWING</p>	<p>Skill: Sketch portraits from life model without looking.</p>	<p>Students draw each other keeping their eyes on their partner and not looking at their drawing – quite a challenge! A great icebreaker to begin a portrait drawing session, making students aware of the importance of looking at their subject when drawing.</p> <p><u>LOOK UP, NOT DOWN PORTRAIT TASK</u></p> <p>https://youtu.be/hXSTWpSgHps</p>	<ul style="list-style-type: none"> • Resources- pencils, sketchbooks • Modelling • Youtube videos (or recap via modelling). 	<ul style="list-style-type: none"> • Recap definition/ model different mark making/shading techniques/grades of pencils techniques: e.g 4B dark to light shading
<p>Week 4</p>	<p>DRAWING</p>	<p>Skill: create tone via charcoal using hands and fingers.</p>	<p>Model: Make charcoal palettes – rub charcoal onto a spare sheet of paper until dense and black. This was our "palette", and our tools were our hands (fingers, sides of hands, palms etc). Pair children up, face each other, and to draw each other using only their hands. They "re-inked" their palette by rubbing more charcoal onto the paper. Participants are encouraged to really experiment both with their mark-making and tonal values.</p>	<ul style="list-style-type: none"> • Ready made charcoal palette • Charcoal portrait to observe • Re- model 	<ul style="list-style-type: none"> •

			<p>The resulting drawings were rather striking and the process was enjoyed by both adults and children.</p> <p>https://youtu.be/uCQeoouteaQ</p> 		
Week 5-6	DRAWING	<p>Skill: experiment with fluid line and expression.</p> <p>Skill: repetitive figure drawing in the style of Matisse.</p> <p>Skill: Use charcoal effectively to create line and tone.</p>	  <p>'Face '1945'</p>		•
Week 7-8	DRAWING	<p>Skill: Use mirrors to create thumb- nail portraits using ink.</p>	<p>'Self portrait '1900 Ink on paper</p> 	<ul style="list-style-type: none"> • Re-model • Mark making grid 	
Week 9	PAINTING	<p>Skill: mix tertiary colours.</p> <p>Skill: Mix tints and tones.</p>	<p>Model: mix tertiary colours Model: mix tints and tones.</p> <p>..\Planning Folder 2019-20\Year 4 Art Autumn\Tertiary colors sums.pdf</p> <p>..\Planning Folder 2019-20\Year 4 Art Autumn\Tertiary colour wheel.docx</p>	<ul style="list-style-type: none"> • Twinkle tertiary colour sums 	<p>Tint-add white Tone- add black Tertiary colours- mix of secondary and primary</p>
Week 10-14	PAINTING	<p>Skill: sketch a portrait in the style of Matisse.</p>	<p>Sketch portrait on A3 paper. Apply paint base.</p>		

		Skill: apply mediums in a Fauvist style.	Create texture and pattern via use of a variety of mediums- paint, charcoal, ink, pencil. Work back into the portrait with thick brush strokes and bright colours reminiscent of Mattise.		
Week 15	ANALYSIS	Skill: to evaluate Artwork.	View Work and discuss as a class/ groups.	<ul style="list-style-type: none"> Analyse with adult Simplified questions cards 	<ul style="list-style-type: none"> Exhibition- a selection of Artwork arranged for people to view.
Endpoint	Fauvist/Henri Mattise style portrait painting				
	