


| ART Lucy Gell- Collographer/Illustrator Pete McKee- Painter & Cartoonist Local Artists | Concept | Enquiry Objective | Activities | Vocabulary | Resources |
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| Week 1 | Evaluate/ Analyse Exploring and Developing Ideas | Who is local artist Lucy Gell & Pete McKee? I can express an opinion on the work of famous, notable artists and refer to techniques and effect; I can analyse work of Lucy Gell and Pete McKee. I can use sketchbooks to record ideas; I can explore ideas from first-hand observations; I can question and make observations about starting points, and I can respond positively to suggestions; I can adapt and refine ideas; I can use key vocabulary to demonstrate knowledge and understanding of collage and printmaking. | Inspiration board: Pete McKee & Lucy Gell Animal sketches. Analyse works of Art using 'Evaluation of Art' Q's What are the similarities between these 2 artists? Are there any differences? Notes down facts Investigate visual representations, explore ideas. | line, pattern, texture, form, record, detail, question, observe, refine. | Pictures of animas made by our artists Fineliner pens |
| Week 2 | Collage | Can I identify different Collage techniques? I can create a collage background for my Collograph print. I can select colours and materials to create effect, giving reasons for my choices. I can learn and practise a variety of collage techniques, e.g. overlapping and photomontage I can refine work as I go to ensure precision; I can use key vocabulary to demonstrate knowledge and understanding collage. | Inspiration board: Investigate Collage Colour copy for printing | texture, layered, 2D, montage, photomontage, shape, form, pattern. | Newspaper Patterned paper Musical notation papers Tissue papers Coloured paper Magazines Photographs |
| Week 3-4 | Drawing/ Printing | What is Collograph printing? I can design a Collograph printing block. I can use inspiration from famous artists to replicate a piece of work; I can choose a Lucy Gell print and re-create using layering and cutting. I can use more than one colour to layer in a print; I can use key vocabulary to demonstrate knowledge and understanding of printmaking. | (Photograph for sketchbooks) Draw desired animal onto tracing paper. Use string, paper, cut out corrugated card and glue to fix to form a relief version of design. | line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, corrugated card, PVA glue, string, card, paper, relief, plate, inking rollers. | tracing paper, polystyrene printing tiles, corrugated card, PVA glue, string, card, paper, |
| Week 5-6 | Printing | How do I make a multi-tonal print? I can use more than one colour to layer in a print. I can make a Collograph printing block. | Ink up collograph plate evenly. Dampen paper sheet. Lay on top and rub. Peel away! Print onto collage. When dry, add more relief details e.g dog collar, eye, nose. Ink up plate (when dry) using another colour and print. Print onto collage. | Ink Print Collograph Press Rub | Tempora paint, inking rollers, Printing ink, damp paper, collage, card details |
| End of unit assessment | | Children put on an exhibition for parents in which they will explain what they have learnt. Who is Lucy Gell/Pete McKee? What concept does he/she use? What is Collograph printing? What is an illustrator? Where is Lucy/Pete from? How local is she to us in Sheffield? Where is Pete from? | | | |

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| Year | 3/4 | Teachers | Mrs Rachel Sykes | Term | Autumn | Visit | |
| Theme | Portraiture Sketching & Sculpture | | | Artists | Pablo Picasso | | |
| Hook |  | | | Reflection | Art Exhibit | | |

| Subject | Week 1 | Week 2 | Week 3-4 | Week 5-6 |
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| ART | <p>To understand: the key features of Cubism.</p> <p>To know: Pablo Picasso was a Cubist painter.</p> <p>ANALYSIS Pablo Picasso-FORM CARD 'Dora Maar in an armchair' PROCESS 'Self -portrait' MOOD 'Dora Maar' ..\LKS2 Cycle B\SPRING\LKS2 Evaluation of art questions.pptx Who was Pablo Picasso? https://www.tate.org.uk/kids/explore/who-is/who-pablo-picasso https://www.youtube.com/watch?v=7rxRpi-N6pg</p> <p>READ Cubism is a style of art which aims to show all of the possible viewpoints of a person or an object all at once. It is called Cubism because the items represented in the artworks look like they are made out of cubes and other geometrical shapes. Cubism was first started by Pablo Picasso and Georges Braque. Cubist painters were not bound to copying form, texture, colour, and space. Instead, they presented a new reality in paintings that depicted radically fragmented objects.</p> <p>Key features of Cubism https://www.youtube.com/watch?v=RINF5XZDcQs</p> | <p>To understand: the Turner prize is an Arts Award.</p> <p>To know: about artist Rachel Whiteread.</p> <p>DISCUSS https://www.tate.org.uk/whats-on/tate-britain/exhibition/turner-prize-1993/turner-prize-1993-artists-rachel-whiteread https://www.tate.org.uk/art/artists/rachel-whiteread-2319/five-things-know-rachel-whiteread</p> <p>READ The Turner Prize, named after the English painter J. M. W. Turner, is an annual prize presented to a British visual artist. Between 1991 and 2016, only artists under the age of 50 were eligible. Dame Rachel Whiteread DBE (born 20 April 1963) is an English artist who primarily produces sculptures, which typically take the form of casts. She was the first woman to win the annual Turner Prize in 1993. Whiteread was one of the Young British Artists who exhibited at the Royal Academy's Sensation exhibition in 1997</p> | <p>Skill: create abstract faces like those of Pablo Picasso.</p> <p>Skill: Use chalk pastel to create tone.</p> <p>DRAWING <i>Model: different faces that could be made in the style of Picasso using cut up facial features. Do the eyes need to be the same design? Same size? Do the features need to be in the correct position? Picasso's work could be described as ABSTRACT.</i> <i>Allow children to make different faces with Picasso styled facial features on paper. Photograph and glue in books.</i> <i>Sketch the Picasso style portrait of 'Dora Maar' using angular lines. Discuss shapes-face, eyes, nose, ears. Is the face split into sections? Are the sections divided by a straight, or angular line?</i> <i>Add colour via chalk pastels using tonal shading.</i> <i>HA- Experiment with adding colour via pastel, oil pastel, ink and crayons to create similar effects. Scratch into oil surface with a cocktail stick to create the texture seen on the portrait.</i></p> | <p>Skill: Create expression within a portrait.</p> <p>DRAWING Model: Mark Making Grid. Using ink create expressions within portraits. Draw simple faces (x9) add textures (from mark making task) to change the appearance of each face.</p> |

| Subject | Week 7-8 | Week 9-10 | Week 12-14 | Week 15 |
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| ART | <p>SKETCHING</p> <p>To understand: dimensions of a face.</p> <p><i>Model: RECAP dimensions of the face and its features. Sketch a self-portrait using photo OR mirror copying the steps learnt above. Model each stage on a large piece of paper on the IWB and allow children to do each stage before you model the next one. Show children that observation via the mirror or constantly analysing the photograph is essential for accuracy. Discuss parts of the eye in detail- iris, pupil, half or full circle? Pattern on the iris? Lashes curved or straight? Smaller on bottom than top? Eyelids, eyebags etc.</i></p> | <p>SKETCHING</p> <p>Skill: Use a mirror to draw a Picasso style self- portrait measuring each section off a face shape.</p> <p>Using known knowledge create a self- portrait in the style of Pablo Picasso. Use various lines e.g waves, squiggles, horizontal, diagonals, dots, vibrant colours, odd facial features, sections ,NOT symmetrical (think/look back at work earlier in the unit for examples of Picasso style features).</p> | <p>SCULPTURE</p> <p>Skill: Use different clay tools to sculpt a Picasso style self- portrait.</p> <p>Skill: Make slip and use it with 'slip and score' to join 2 pieces of clay together.</p> <p>Skill: Create a 3D Picasso style portrait using clay tools to create texture and a smooth surface.</p> <p>Teacher: Roll out blob of clay on hessian, wooden board, with wooden lengths until roughly 1cm thick. Place on a paper towel. Teacher: Use a clay knife tool cut out a face shape. Smooth around edge with finger, blending any rough edges. How can we make a sausage shape to divide the head in half? Allow a child to demo. Is sausage long enough to divide the face? Teacher demonstrates taking a large lump of clay and rolls into a sausage. Score (cross hatch) the face (where sausage will lay and the sausage on its underside with a cocktail stick, add a brush of slip all the way along. Stick on clay face to divide face in half. Model how to make eye by rolling a ball, squashing slightly, score and slip clay face and eyeball and bond. How could we do outline of eye? Roll a sausage, and flatten it? Score, slip and attach. Model how to create the nose shape, rolling a thin sausage of clay and manipulating to show the profile nose, score both pieces of clay, apply slip and attach. Add ears and lips, show children how to manipulate the clay to create the ear and lips .Roll and cut out shapes .Score,slip, attach and smooth.</p> | <p>REFLECT/EVALUATE</p> <p>ART EXHIBITION</p> <p><i>Skill: to evaluate Artwork. View Work and discuss as a class/ groups.</i></p> <p><i>What is it you like about the Art work?</i> <i>What Art mediums have been used?</i> <i>How has the artist created a 3D effect?</i> <i>Is the portrait realistic?</i> <i>What tools have been used?</i> <i>How can it be improved?</i></p> |