

WHISTON WILLIS PRIMARY ACADEMY

WADE DEACON TRUST

*Year 3 and 4 Art and Design
Autumn Term 1*

*Artist- Henry Moore
Focus- Drawing and form*



Form

- Shape, form, model and construct (malleable and rigid materials)
- Plan and develop
- Understanding of different adhesives and methods of construction
- Aesthetics
- Experience surface patterns and textures
- Discuss own work and work of other sculptors
- Analyse and interpret natural and man-made forms of construction

Drawing skills developed in this unit

- Identify and draw the effect of light
- Use marks and lines to produce texture
- Develop a concept of perspective
- Work on a variety of scales
- Produce Initial sketches as a preparation for painting

In their sketchbooks children should show that they can

- Describe likes and dislikes in sketchbooks.
- Suggest improvements to their work.
- Make notes about techniques used by artists.
- Use sketchbooks to express their feelings about various subjects and outline likes and dislikes.
- Use sketchbook to adapt and improve their original ideas.
- Keep notes about the purpose of their work in their sketchbooks.

Knowledge gained in this unit

- Choose appropriate vocabulary to describe art
- Compare work to the work of different artists
- Explore work from other periods of time
- Understand the viewpoints of others
- Understand how an artist is feeling
- Understand what the artist is trying to convey
- Experiment with different styles that artists have used.
- Explain art from other periods of history.

- I can see...
- In my opinion...
- I am going to use this because...
- I know that... because I have observed...
- I believe there is a pattern...
- I like this technique because...
- I dislike...
- I would improve... because
- I like the technique of... because...
- I changed... because...
- The artist has used...
- This work makes me feel...
- I like this work because...
- I think the artist is trying to get people to think about...

Remind Children of 5 step process- Artist research, Experimentation, Design, Make and Evaluate

Explain that Evaluation will take place throughout the whole process. We will be evaluating with the teacher, with peers and on our own.

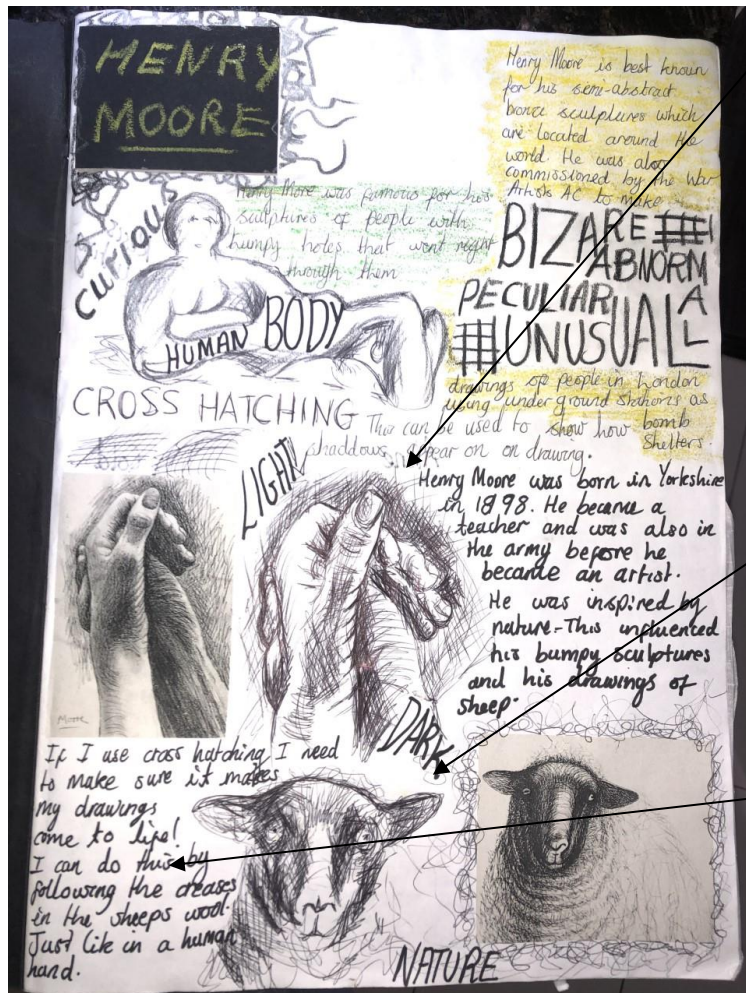
Artist research- Explain that two pages are required so that artist research and experimentation can be mixed to create sketchbook pages that are full. Set high expectations for writing in sketchbooks and model sentences as you would in other lessons. Teacher to model high quality use of sentence stems. Children to choose sentence stems to elaborate on in their own sketchbook. Lines are not required in sketchbooks, children can write freely next to pictures of artwork as shown in example sketchbook.

Slide 2 (power point)- Inspire children by finding out about the artist Henry Moore. Follow the link on slide 2 to The Tate Gallery.

Show children the example sketchbook. Explain to children they are going to create an artist research page about Henry Moore and add to this throughout the day as they find out more about him. Explain that the example sketchbook has been created by Miss Atkin and it was created using her imagination. Encourage the children to use their own imagination. Where are they going to stick the pictures? Is there enough room to draw next to them when you need to do an observational drawing? Is there space to write about the artist using the Oracy sentence stems?

Explain that the sketchbook can be used in the future to inform future art work and decisions.

This sketchbook was created before Oracy sentence stems were brought in. This is an example to inspire sketchbook lay out.



Experimentation (Mixed in on artist research page)

Slide 3- cross hatching

Step 1- Children need to practise cross hatching before using this technique. Click on the link and ask children to draw four boxes and to show evidence of the different types of cross hatching in their sketchbook.

Step 2-Ask children to glue in the image of the hands and to practise the technique.

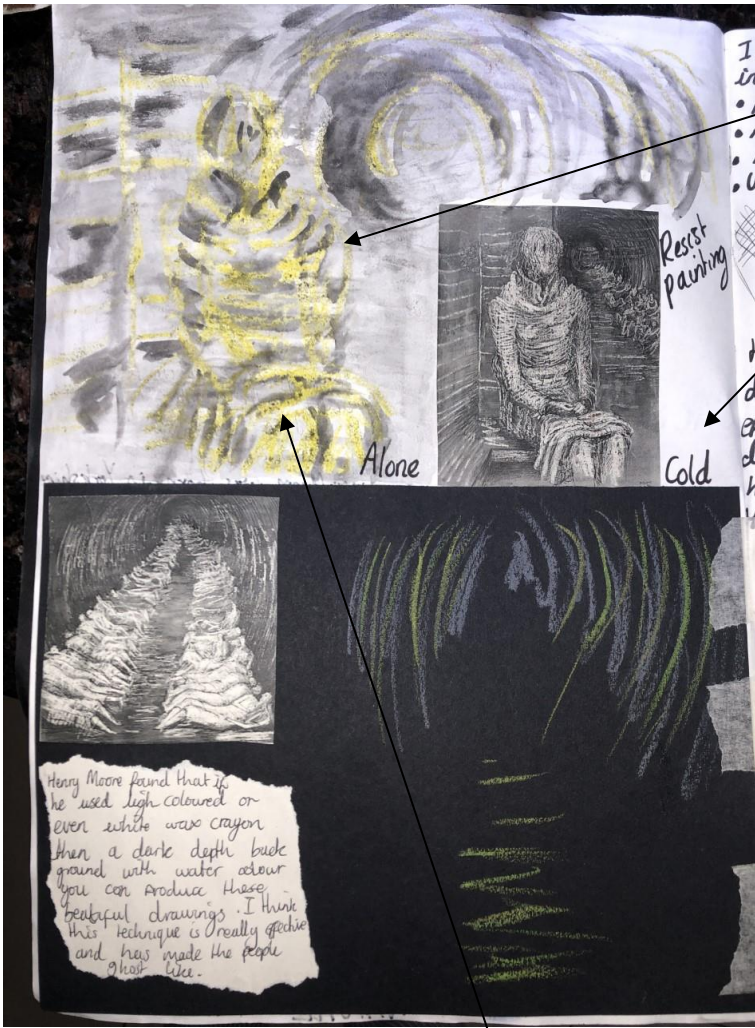
Step 3- Glue in half of the hands and draw the other half using cross-hatching.

Slide 4- Scribbling

Give children images of the sheep to glue into their sketchbooks. Notice how Henry Moore uses a scribble technique to create these drawings. Experiment with scribble drawing in sketchbooks.

Slide 7- Annotate

Ask children to think about the skills and techniques they now know about. Can they annotate their sketchbooks?



More experimentation

Slide 8- Wax relief

Use a light-coloured or even white wax crayon, then a dark depth of background can easily be produced by painting with dark water-colour over the whole sheet of paper.

Add vocabulary about feelings and annotate this page.

I like this technique because...

Slide 9,10 and 11- Bronze sculptures

Glue in Images of bronze sculptures onto a sketchbook page and add in vocabulary around them as shown on the power point. Children to discuss the vocabulary and choose their own.

Then children need to create a page in their sketchbooks outlining their 3 design ideas. See slide 12 of power point. "Consider the skills and techniques you are going to use." "Annotate describing your choices." "Do not settle for your first composition."



Make- Slide 13

- **“Make sure you have your sketchbook out in front of you to remind your of how to use your newly learnt skills!**
- **“Choose your favourite composition**
- **“Choose your favourite newly learned skills**

Children should be encouraged to think about the feelings and emotions they want to portray in their final piece. They could ask others to guess at the end of the process.

Watch video on slide 13. Bend pipe cleaners to create the shape of your final design. Then start to add clay to your structure to form your sculpture.

Ensure that evaluation is taking place throughout the whole process in their sketchbooks.

I can see...

In my opinion...

I am going to use this because...

I know that ... because I have observed...

I like this technique because...

I dislike...

I would improve ... because ...

I like the techniques of ... because...

I changed ... because...

The artist has used...

This work makes me feel...

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Cross Hatching

