

TERM 5 OVERVIEW YEAR 1 and 2 - Art

Term 5 Book – Lila and the Secret of Rain

Topic(s) – Drawing – Soft Pastels.		Guide Time = 3 weeks
Assessment:	<p>Years 1 and 2: Assessment of final piece against design criteria.</p> <p>Year 2: Constructively critique the work of their peers.</p> <p>Children will also be informally assessed using the teacher's AfL judgements based upon lesson participation, VIP recollection and work produced in the run up to their final piece.</p>	<p>Very Important Points (VIPs):</p> <ul style="list-style-type: none"> - Soft pastels are like chalk – they smudge easily. - Soft pastels can be used on their side to cover a big area. - Soft pastels can be used on their edge to add detail. - A silhouette is a blank shape put against a background. <p>Fat Questions:</p> <ul style="list-style-type: none"> - Do you have to be able to draw to be an artist? - Kenya is a country in Africa. Do you think the whole of Africa looks like Kenya?
Links to prior learning (sequencing) and canon book	<p>This unit is in contrast to the previous unit where children focussed on an abstract piece of work. In this unit, children are making a realistic representation of a Kenyan savannah scene. This unit links to the canon text as the setting of the book is Kenya, and the children will be making a Kenyan scene using soft pastels.</p>	
Links to other learning (cross fertilisation)	<p><u>Thematic Questions</u></p> <p><u>The World Beyond Us</u> Do you think the whole of Africa looks like Kenya?</p> <p><u>Modern Britain</u> How are Kenyan scenes different to an English ones?</p> <p><u>Healthy Bodies & Healthy Minds</u> How do sunsets make us feel?</p> <p><u>The World Around Us</u> Can we see Kenyan animals anywhere in the UK?</p> <p><u>Culture</u> How is Kenyan culture different to our own?</p> <p><u>Technology in Action</u> How would a camera be useful to an artist?</p>	
Links to future learning	<p>Children will be able to apply their knowledge of colour mixing, shades and sketching gained in previous units when creating their pastel pieces. As children progress through KS2 they will further develop their drawing techniques and their experience of different media, and apply these with care and precision.</p>	



Character/Wider Development ('50 things', cultural capital, skills)

The children will have had plenty of reflection opportunities this year and will continue to develop their ability to critique their own work and that of others.
While the objectives do not link directly to any of the '50 Things' – the art could be used as part of a competition entry, included within a time capsule or shared with the older generation.



OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Lesson 1 – Researching the scene and exploring pastels.	LO: To explore Kenyan scenery. To investigate soft pastels.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.	Kenya Africa Scene Savannah Sunset Shadow Light Colour Gradient Blend Mix Edge Chalky Dusty Coverage	GD – Children can explore creating a gradient by rubbing two chalk pastels together before applying to the paper. SEND – Depending on need, it could be ensured that the pastels these children are using have a point on the end to make them easier to use.	Children may believe that Kenya is representative of the whole of the African continent. Children may think that soft pastels and chalks are the same thing.	Show some Kenyan scenes – explain that Kenya is the setting of our canon text, and so we are basing our work on these scenes. Big Q – do we think all of Africa looks like Kenya? No, there are big cities too. Explore the colours that the children can see in the scenes – reds, yellows and golds – and link this back to primary and secondary colours, as covered in Spring 2. Discuss the silhouetted shapes that are seen. Introduce soft pastels, and explore how they can be used – on the edge, on the point, and blending two colours together. Year 1 – Explore using the soft pastels in their sketchbooks, making comments about the pastels' ease of use and any problems they have encountered. Year 2 – Explore using the soft pastels in their sketchbooks, evaluating each method taught and exploring how the skill could be applied when creating a sunset scene. Deepen the Moment - Colour match to a sunset image, trying to blend the pastels to create the correct colours.
Lesson 2 – Creating a background.	LO: To create a soft pastel background.	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their	Coverage Gradient Blend Edge Smudge Clean Layers Sealant Seal	GD – Use tissue to lift some of the colour from the background to create the illusion of clouds.	Children may think that they always have to smudge the pastels.	Revisit the previous lesson, and discuss how soft pastels are used to cover large areas very quickly. Revisit the sunset image, and discuss how the colours are layered across the image – but not in sharp lines, there is a gradient – it gradually blends from one colour to another. Demonstrate using a soft pastel to create a gradient, blending with a tissue and showing how to keep work spaces clean.



		<p>ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p>		<p>SEND – Work step by step as a team or with an adult to produce a background.</p>		<p>Year 1 – Explore creating a gradient on some spare paper, before selecting colours and producing a final background.</p> <p>Year 2 – Explore creating a gradient on paper, then select colours to produce a final background. Year 2 children could select a point of sunset and grade their colours around this point, rather than in straight lines.</p> <p>Deepen the Moment: Create a colour wheel using just the primary colours. Can we blend the primary colours together seamlessly to create the secondary colours?</p> <p>*Teachers will need to spray the backgrounds with pastel sealant or hairspray before the next session*</p>
<p>Lesson 3 – Adding detail.</p>	<p>LO: To add detail and silhouettes.</p>	<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.</p>	<p>Detail Silhouette Shadow Animals Tree Baobab Giraffe Elephant Wildlife</p>	<p>GD – Add a sense of perspective to their drawing by using smaller and larger silhouette shapes.</p> <p>SEND – Depending on need, provide pre-cut shapes to arrange onto their background.</p>	<p>Children may struggle with their cutting skills in this lesson.</p>	<p>Revisit the sunset image – as well as the graduated sky, what else can we see? We can see plants and animals. Discuss the ideas of a silhouette and show some examples – a silhouette is about the shape, not the detail.</p> <p>Show images of Kenyan animals and plants, and practice sketching some in their sketchbooks. Explore using the soft pastels on their edge to produce a crisp line, and show children how to 'sharpen' if needed.</p> <p>Year 1 – Draw a floor and a baobab tree onto their image, using the point of the pastel. Build up some animal silhouettes by either cutting out shapes or drawing onto their background.</p> <p>Year 2 – Draw a floor onto their background. Using a grey pastel and a black pastel can create a sense of perspective – grey for further away. Draw on some silhouetted wildlife and trees. It is possible to sketch these first in pencil, then cover over in pastel if needed.</p>



							Deepen the Moment: What other medium could you use to create a sunset picture? Do you think your medium would be easier or harder to use than soft pastel?
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Context (big picture learning)

This unit builds upon previous units of drawing, but introduces a new medium. Soft pastels will be revisited again in future units – particularly as part of mixed media pieces. This unit reinforces the skills of patience and control when drawing, as soft pastels can be a difficult media to master.

