

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: UKS2 - Year B – Autumn

Still Life Drawing Skulls -Bones- Taxidermy Exhibits.

Georgia O'Keefe 15.11.1887 – 6.3.1986. Modernism.

Leonardo Da Vinci 15.4.1452 – 2.5.1519 Renaissance

Alexander Mc Queen (designer) 17.3.69 – 11.2.2020 Contemporary Fashion

(Museum loan of exhibits- animals-birds- skeletons)

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

Pupils should be taught 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.

Pupils should be taught:

- 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]

about great artists, architects and designers in history

Prior Learning (what pupils already know and can do)

Different types of lines, creating shadows, pencil techniques including linear, scumbling, side stroke and feathering.

End Points (what pupils MUST know and remember)

Learn and demonstrate secure practice of drawing exercises E & F (SEE OVERVIEW) to add to repertoire of skills to use and practice in sketchbooks.

Know names & art movement or genre of focus artists & why they are famous. Georgia O'Keeffe & Leonardo Da Vinci.

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Know what a still life composition is.
Know that skulls have been included in many famous artists' works.
Learn the cultural significance of Día de Los Muertos.
Draw creatively to design sugar skulls influenced by the cultural significance of the festival and by contemporary artists who use imaginary of skulls within their work.
Make sketchbook mood boards using to analyse and compare artists' work.
Draw large scale observational drawings of skulls influenced by Georgia O'Keeffe.
Draw from close observation of animals and birds to create 'studies' influenced by the sketchbook work of Leonardo Da Vinci.
Design & draw a sugar skull influenced by the cultural significance of the festival and by contemporary artists who use imaginary of skulls within their work
Demonstrate secure practice of drawing texture of fur or feathers
Demonstrate secure practice of drawing 'form' by adding shade, tone and shadow to skull drawing
Annotate entries with names of artist focus, media used, and skill practiced.
Annotate sketchbooks with comments on development of personal schema, points for development, likes & dislikes. Talk confidently using the language of art and design about their work.

Key Vocabulary

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions.

Session 1: **Still Life, composition, skulls, cultural rituals, Día de Los Muertos, mood board, graded pencils, graphite sticks, watercolour paint, Leonardo Da Vinci and Georgia O'Keeffe**

Learn that 'still life' compositions are a collection of objects that do not move or are dead. Still life includes all kinds of man-made or natural objects, cut flowers, fruit, vegetables, fish, animals or birds.

Famous artists through history- Cezanne, Klimt, Picasso to Warhol, Damien Hirst, Jean Paul Basquiat, have included images of skulls and bones in their still life artwork. Alexander McQueen is a designer who used skulls in his fashion designer fabrics.

Georgia O'Keefe also was fascinated with skulls.

Cultural rituals celebrate the life of people who have died. Ex In Mexico and throughout Latin America, the deceased are honoured in a special celebration. The celebrations are just like a carnival.

Compare and analyse the work of Leonardo Da Vinci and Georgia O'Keefe.

[American Beauty: Georgia O'Keefe's 'Horse's skull with pink rose' - YouTube](#)

[Leonardo da Vinci for Children: Biography for Kids - FreeSchool - YouTube](#)

Start work on a mood board in sketchbooks for each artist. Add photocopies of the artist's work, colour swatches, own sketches and drawing exercises and note and information.

Use warm-ups drawing exercises E & F (SEE OVERVIEW) to add to repertoire of skills to use and practice in sketchbooks at the beginning of each session to improve observational skills and recording accuracy. The objects used should be any unfamiliar objects, so children do not draw from memory.

Draw detailed drawings feathers, like Leonardo - add to the mood board- use graded pencils, graphite sticks, chinks, watercolour paint and thin brushes.

Session 2 **Georgia O'Keefe, form & tone**

[Georgia O'Keefe talking about her life and work - YouTube](#)

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Influenced by Georgia O’Keeffe’s skulls- O’Keeffe collected a cow’s skull in New Mexico during the summer of 1930, when a drought had devastated the Southwest, and many animal skeletons could be found in the desert. She was captivated by the stark elegance of the bones and shipped some back to New York so she could paint them the following year. She noted, “To me they are as beautiful as anything I know”

Complete observational drawings of Sheep’s skulls.

Draw with graphite stick and add colour with chalk pastels to capture form and tone. Work on large sugar paper. Use graphite sticks and charcoal. Use chalk and charcoal to add tone and form to drawings. Choose a pastel shade for the background. Add another still life object like the artist.

Children to photograph their work to add to sketchbook mood boards.

Session 3 : **Museum Exhibits, Taxidermy, a study of an object, texture, form**

Revisit Leonardo Da Vinci Sketchbook Examples.

Using Museum Exhibits of small, mammals, reptiles, insects or birds and observational drawing skills, complete a still life study of the objects. Include a variation of scale, close-up and enlarged sections (ex-feathers or an animal’s eye or beak). The drawings do not need to be complete. Revisit pencil shading/ texture techniques learned in LKS2 to capture texture or form.

Practice – revisit shading techniques to capture form. Look for the shadows and where the pencil needs to be a darker shade. There are lots of ways to add darker patches. Scumbling – shading using tiny circles and scribbles. Side stroke – using the side of a pencil with light pressure. Feathering – a series of short lines that appear to be a single line. Cross hatching – horizontal and vertical lines that cross.

Session 4 : Finishing time for sessions 2 and 3

Session 5: **Evaluate, annotate, artists’ influence, Sugar Skull,**

[Day of the Dead 2020: The Traditions Behind Día de Los Muertos - YouTube](#)

Mexican Cultural Ritual. Design a sugar skull using secondary sources, photocopies and examples of artist’s work as inspiration. Children to choose preferred drawing media and visual starting point. Add pattern and symbolism to their designs. Permanent markers would work well as a starting point.

Finish and evaluate work.

What new skills have the children learned? Do they have a favourite artist? Can they talk about how they used the artist’s work to influence their own?

Annotate entries with names of artist focus, media used, and skill practiced.

Annotate sketchbooks with comments on development of personal schema, points for development, likes & dislikes. Talk confidently using the language of art and design about their work

Future learning this content supports:

Future development of art skills and drawing techniques. Knowledge of famous artist who inspire and influence.