

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design - Year: KS1 - Year A - Summer

Drawing - Natural Form

From observation, imagination & memory.

Ernst Haekel. (illustrator) 16 February 1834 - 9 August 1919

Karl Blossfeldt. (photographer) June 13th, 1865 - December 9th 1932

Kate Malone. (potter) Born - 29 January 1959

William Morris (textile designer/artist) 1834 -1896

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.

Subject content - Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Learning (what pupils already know and can do)

Use of a variety of drawing tools. Creating closed shapes and continuous lines to draw objects. Completing observational drawings of natural form. Expressing likes and dislikes about artwork.

End Points (what pupils MUST know and remember)

Know the difference in grades of pencils & graphite sticks (H - hard B - black)

Know a drawing is a collection of lines of different length, width, intensity, depth & shapes.

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Learn and demonstrate secure practice drawing exercises A & B (SEE OVERVIEW)

Understand what sketchbooks are used for- how & why 'artists' use them.

Talk about their sketchbook work.

Learn to upscale drawings.

Know the name of artist Ernst Haekel (accredited for his drawing skills.)

Know the name of artist Karl Blossfeldt (accredited for his photography skills.)

Know the name William Morris (renowned textile designer who shaped art and design history.)

Use simple art language to describe, compare and contrast artists' drawing styles. Understand that artists respond to the Natural World in different ways.

Add colour to drawings using drawing ink.

Design and paint a wildflower meadow mixed media art piece using primary and secondary source items, memory and imagination and skills and techniques.

Annotate sketchbooks- date, names of media used

Key Vocabulary to teach each session; Written In bold at the beginning of each session.

Session 1: **Natural Form, visual element line - wavy, broken, zig-zag, solid, continuous, overlapping. surface texture, uneven, rough, coarse, observational drawing, graphite stick (Lyra), graded pencil 2B 4B, Ernst Haekel illustrator, Karl Blossfeldt photographer, Kate Malone, sculptor**

Introduce artists who use Natural Form as inspiration for their work.

Ernst Haekel (illustrator) 16 February 1834 - 9 August 1919

A German biologist and artist who discovered, described and named thousands of new species. Before photography, illustrators were relied on to complete fabulously detailed drawings to capture what a microscope revealed.

Karl Blossfeldt (photographer) June 13th, 1865 - December 9th 1932

A German artist, **sculptor** and **photographer** best known for his close-up photographs of plants and living things. He developed his work to inspire his art students. He was fascinated by how plants grow and change.

Kate Malone (potter) Born - 29 January 1959

Kate Olivia Malone MBE is a British potter, ceramic artist and one of the judges on BBC2's The Great Pottery Throw Down presented by Sara Cox. She is known for her large sculptural vessels and rich, bright glazes. She is inspired by the organic shapes, textures and colours of natural forms such as fruit and vegetables.

Introduce the use of sketchbooks.

Mark making activity with graphite sticks/ graded pencils 2B/ 4B. Learn the difference between grades of pencils. (H - hard B - black) Make Lines. wide, narrow, wavy, straight, broken etc.

In sketchbooks complete warm-up observational drawing exercises, A & B at the start of each session to improve observational skills and recording accuracy. Use pens, graded pencils & graphite sticks. Use objects of natural form that are unfamiliar, so children do not draw from memory. Complete observational drawings of natural form objects.

Add examples of artists work to sketchbooks.

Annotate sketchbooks- date, names of media used.

Teacher to model all activities. Challenge; scaling up of drawings. Draw on sugar paper to compare with cartridge.

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Session 2: **William Morris, textile artist, secondary & primary source, scale up, drawing inks, transparent, watery,**

Introduction to William Morris and his development of his designs inspired by the natural world.

William Morris (textile artist) 1834 -1896. was an artist, architect, furniture and fabric designer, writer and maker of stained-glass windows for Churches but best known for his textile designs. He loved to paint flowers and leaves. His ideas for his patterns and prints came from nature.

Children to complete a sketchbook page design using William Morris print to draw from secondary source in his style. Add photocopy of a Morris print. Draw flowers/leaves in a variety of sizes - challenge to scale up. Add colour with drawing inks and thin brushes (size 6) Test/try out colours of inks as spots on edge of sketchbook page. Learn properties of the ink. Teacher to demonstrate technique. **Aprons required.**

Session 3: **Wildflower meadow, habitats, hedgerow, background, foreground, midground, Brusho inks, portrait & landscape position. colour wash.**

Introduce end goal design a 'wildflower meadow' painting. Link to environmental needs to cultivate natural habitats for insects especially bees. Introduce the terms 'background, midground and foreground.' Draw wildflowers from secondary sources (photocopies) in sketchbooks. Label. Prepare background for 'spring flower meadow' Use Brusho inks and large wash brushes on A3 drawing cartridge to colour wash paper. Portrait position of paper seems to work best (see example) Children to work in group rotation (speedy activity) Children will have an independent focus activity as groups paint backgrounds.

Session 4: **Silhouettes, wildflowers, environment, permanent black pens, print, ready mix.**

Using wildflowers and foliage collected from outside environment add drawings to inked background (see example) use permanent black pens to create simple silhouettes in the background. Print grasses in the fore and midground of the with pieces of cardboard in mixes of greens/black ready-mix paint use a printing tray or square of box card (no washing up).

Session 5: **Collage materials, tissue, sand, gravels texture,**

Finish silhouette drawings if necessary. Collage wildflowers. Larger to foreground, smaller to midground etc. Add textured flowers with collage materials ex tissue or coloured textured sand/gravel.

Annotate sketchbooks date, names of media used and talk about techniques learned and what was enjoyed.

Future learning this content supports: development of printing, collage and drawing skills.