

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: UKS2 - Year A – Summer

Painting – Rainforests

John Dyer- painter (Artist in residence The Eden Project)

Henri Rousseau – 21.5.1844 – 2.9.19.10 post-Impressionist. Naive -Art

Beatriz Milhazes- collage & sculptural art – 1960 – Modernism

David Oliveira (wire sculpture) 1980 –

(Extension activity wire sculptures)

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)

printing, sketching, painting, colour, shape, lines, form, sculpture, 3D.

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End Points (what pupils MUST know and remember)

Know names and know the art movements/genres of John Dyer, Henri Rousseau and Beatriz Milhazes.

Know why these artists are famous.

Use art language to describe, compare and contrast artists' drawing styles.

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 the terms foreground midground and background and how to include these features in their work.

Know that artists respond to the same stimulus in different ways.

Learn – revisit and use wax resist technique.

Create a layered effect rainforest artwork.

Use ink washes, painting techniques and collage.

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: **Mood board, layering, Foreground, midground and background, invent, oil pastels. background wash, drawing inks, tropical colour palette**

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. Use unfamiliar objects so children do not draw from memory.

How do artists capture the rainforest? Compare styles of H Rousseau and John Dyer and discuss. Discuss structure and layering of art works. (Foreground, midground and background)

<https://artistschool.com/henri-rousseau/>

[John Dyer | Retrospective Art Exhibition | John Dyer Gallery](#)

[Rainforest Art | Amazon Indian Art | John Dyer | Nixiwaka Yawanawá - John Dyer Gallery](#)

Children create a sketchbook page (mood board) not a picture of the work of **John Dyer**.

Draw tropical shape leaves and flowers. Draw vegetation in different scales. Children to be encouraged to be creative and to invent, not copy. Use the artists examples as a guide. Use oil pastels and select tropical colour palette that will be used in the finish piece.

Use cartridge paper A3 & create a background wash of drawing inks in 2 or 3 colours that mix/ blend well. Apply ink liberally with large wash brushes, not to dry and stripey. See example. This can be collaborative larger work.

NOTE- Permanent markers can bleed through the page so test first if using in a sketchbook. Biro pen can substitute effect.

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Session 2, **foliage, wax resist, Brusho ink.**

Draw, tropical shape flowers, foliage and trees, on A4 cartridge paper, for the foreground using sketchbook work from last session as reference. Some need to be larger as they will be in the foreground of the artwork. Use wax resist technique, permanent markers oil pastels from colour palette and Brusho ink over.

They will be cut out and collaged onto the artwork in a later session.

Session 3: **create layers**

Midground and background- paint onto the background with thin brushes and ready mixed or acrylic to create layers of rainforest foliage. These do not have to be drawn first. Random style works better encourage children to be confident and go with outcome. Larger images can be painted in the foreground to add to the layered effect. Cut out the individual leaves and tropical flowers from last session. Collage on to the artwork if dry enough to achieve layered effect.

Session 4: **Beatriz Milhazes, wire construction. Continuous line, Wire Sculpture is an extension activity if time allows. Otherwise, complete drawing activity Beatriz Milhazes only.**

https://youtu.be/k_RIGc-67GE

<https://youtu.be/yegVrYs5ACQ>

Beatriz Milhazes, born in Rio de Janeiro, is well known for her vibrantly colourful collages, prints, paintings and installation artwork. She is inspired by the rhythms of Brazilian music, the tropical flora and fauna of Brazil's lush rain forests. Her studio in Rio de Janeiro sits next to the city's botanical garden, and its influence on her practice is clear.

Learn the basic bending and joining techniques. Over this and the next session, children to create wire leaves and flower shapes and use wax resist technique and or collage to create other tropical flowers designs inspired by Beatriz Milhazes. Draw the designs in circles to create a symmetry within the design. All work will displayed together as a hanging or a collaborative collage on a display board. Sketchbook preparation work should be undertaken at relevant points to support the create process. Teacher discretion.

Session 5:

Wire Sculpture is an extension activity if time allows. Otherwise complete drawing activity Beatriz Milhazes only

Use sketchbooks and drawing exercises to improve observational skills and recording accuracy. Continuous line drawing (links to wire construction).

Introduce the children to wire sculpture artists. Learn the basic bending and joining techniques. Over this and previous session, children to create wire leaves and flower shapes and use wax resist technique and or collage to create other tropical flowers inspired by Beatriz Milhazes. Draw the designs in circles to create a symmetry within the design. All work will displayed together as a hanging or a collaborative collage on a display

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Sketchbook preparation work should be undertaken at relevant points to support the create process.

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.

Know names & art movement or genre of focus artists & why they are famous.

Future learning this content supports:

Understanding of painting techniques and skills for future projects. Line, colour.