

Where to find planning: Kapow
Year 5 drawing: I need space.

Year 5 Autumn – Drawing and sketching. Space drawings on prints.



Artist: Teis Albers

Style: Contemporary mixed-media

Inspiration

Investigating and researching

Exploration

Testing and modelling

Design

Designing, doing sketches/ annotated drawings, creating a design criteria

1 hour

Plan

Making a plan

1 hour

Make

Application of the skills, design process and planning

2 hours

Evaluate

Exhibit, refer back to the design criteria. Testing and evaluating

1 hour

WALT: Explore the purpose and effect of imagery.

Children to evaluate pictures relating to the space race and retrofuturistic imagery. What do they notice? What is the purpose of the images? Can they comment on the formal elements of art within the piece "Family playing on the moon". Look at Teis Albers 'moonwalk' art piece and children compare and respond their own opinion (use formal elements of art to back up response).

Kapow drawing: I need space. Lesson 1 and Teis Albers lesson 3)

WALT: Understand and explore decision making in creative processes.

Children to sort images into 'types of art'. They justify their choices.

Children choose an image they find most interesting out of a given selection. They will then choose a section using a viewfinder and experiment with drawing processes choosing what tools and materials to try and use them to recreate that piece of the image. Recap creating tone and texture and experiment creating effects using these techniques. (Kapow lesson 2)

WALT: develop drawn ideas through printmaking.

Children are to make a collagraph plate. They will decide what materials they want to use to stick on their plate in order to create texture.. They will then use their collagraph plate to print to see if it creates the desired effect. Children save the collagraph plates to use again for the background of their final piece. (Kapow lesson 3)

WALT: Test and develop ideas using sketchbooks.

Children to imagine what the world will be like in 50 years. Look at some examples of artists' work and children discuss. Children then draw their ideas to create visual notes about their ideas for the future. Children are to bring their thoughts to life using their sketchbook. Creating visual notes of their futuristic thoughts and ideas. Children experiment with different mediums to bring their designs to life. Annotate their thoughts as they go.

WALT: Test and develop ideas using sketchbooks.

Children decide how they want to represent their design ideas onto the print within given options to support.

What will be their final composition? What will they draw on top of the their print? What mediums will they use? What techniques will they use in order to create tone and texture?

WALT: apply an understanding of drawing processes to revisit and improve ideas.

Children to create drawings onto their printed backgrounds.

The intention is to encourage children to spend time on their work, refining it and building up stamina to work for longer on one piece.

WALT: Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Children evaluate their final pieces. What worked well and what would they change next time and why? Look at each others pieces. What do they like? What methods do you like that you didn't use?



Effects



Techniques

Texture through the use of a printed background.

Texture and tone
Use of different mediums



Drawing

- Use a variety of source material for their work (drawing media, paper etc).
- Work in a sustained and independent way from observation, experience and imagination.
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.
- Explore the effects of charcoal/ graphite sticks.
- Use drawing to plan a composition e.g. painting/collage.
- Use a variety of tools and select the most appropriate.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy

Take inspiration from the greats

- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Give detailed observations about notable artists', artisans' and designers' work.
 - Offer facts about notable artists', artisans' and designers' lives.
 - Museums and galleries visit.
 - Artists, designers and craftsmen in school.
 - Development of interest in differing modes of communication and expression.
 - Look at form and function.
- Personal enjoyment and response.

Vocabulary

Purpose, effect, collagraph, print, texture, tone, inspiration, charcoal, oil pastel, soft pastel, fine liners, chalk, refining, evaluating, choices.



Develop ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
- Review and revisit ideas in their sketchbook.
- Annotate work in sketchbook.
- Use a sketchbook to develop ideas.
- Use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.