

## Art Lesson Structure –September 2019

### Skills to cover

- **Drawing** (This is a focus!)
- Painting
- Textiles
- Digital Media
- Print Making
- 3D Sculpture

### Step 1- Artist research

This will consist of images and information provided by the teacher.

There are some books and websites available for children to access (some may not be age appropriate) so check before use in class. The children will be exposed to a range of artists throughout the year and will learn how to critique art using appropriate questions prompted by the teacher.

**Questioning- Mix it up!** Children may find it fun to ask each other questions by picking them out of a bag. You can also vary questioning for children to ensure the lesson is inclusive for all. Hold back information about the artist until children have answered these questions and then they could decide if they would answer differently.

- What do you think this represents?
- How does this piece of art make you feel?
- Do you like/ dislike it?
- What does it remind you of?
- What materials/ colours are used?
- What effect do the materials/ colours used have?
- Why has the artist chosen them?

Answer the questions in sketchbooks next to pictures of the artists work.



Depending on the type of art the children will need to do; **observational drawings** of the artists work, take photographs, collect fabric/ pictures from magazines to stick in sketchbook.

### Vocabulary

A collection of vocabulary should also be provided for children to discuss and decide if they are appropriate to describe the artists work. They can stick these words into their sketch book or write them in themselves in a **creative way**.

Art Studies Vocabulary									
The Artist	Artwork	Title	Materials	The Viewer	The Subject	The Subject Matter	Still-Life		
Portrait	Self-Portrait	Landscape		Figure Composition		Theme(s)	Focal Point		
Technique		Processes		Influence	Important	Represents	Study	Symbol	
Perspective		Style	Background	Middle-ground		Foreground	Composition	Influenced	
Space	Communicates		Perspective	Viewpoint	Stand out	Emphasize	Story	Personality	
Narrative	Contrast	Contrasting	Gaze	Parts	Object	Two Dimensional	Three		
Dimensional	Surrounding	Interior	Exterior	Weather	Atmosphere	Engaged	Experimented		
<i>add other words you use..</i>									

Image									
Realistic		Simplified		Detailed		Layered	Hidden		
Flat	Monumental	Small	Intimate		Life-size		Powerful	Stark	
Decorative	Real	Unreal	Dreamlike	Classic	Romantic	Modern	Abstract	Contemporary	
Challenging	Extreme	Skilful	Skill	Artificial	Scientific	Accurate	Tilted	Slanted	
<i>add other words you use..</i>									

Composition									
Focal Point	Balanced		Balance		Horizontal		Vertical		
Order	Ordered	Depth	Basic		Harmony		Unity	Vanishing Point	
Chaotic	Strong	Symmetrical	Asymmetric		Cluttered	Busy	Close	Distant	
Arrangement	Diagonal			Clear	Upward		Downward	Noisy	
Cross	Line	Shape	'Drawing the viewer/the eye in'			Angle	Direction		
<i>add other words you use..</i>									

Mood									
Feeling	Feelings	Emotion	Energy	Force	Serene	Relaxed	Personalities	Relationship	
Happy	Sad	Funny	Scary	Mysterious		Friendly		Moody	
Chaotic	Dramatic	Quiet	Tense	Tension	Turbulent	Exciting	Quiet	Tense	
Tranquil	Powerful	Energetic	Busy	Sinister		Dark	Sunny	Melancholic	
Distressing		Angry	Upset	Worried					
<i>add other words you use..</i>									

### Step 2- Experimentation

Children may need to experiment with painting techniques.

- Go over the colour wheel
- Mark making
- Types of paints
- Thickening/ thinning
- Mixing
- Paint blowing



They may need to experiment with fabrics.

- Ripping
- Weaving
- Dying
- Knotting
- Plaiting
- Folding
- Layering
- Sticking
- Rousing



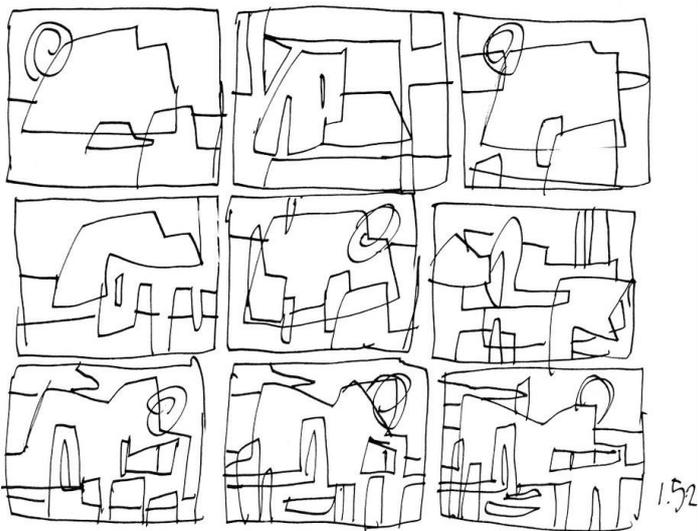
Encourage children to make the most of the space in their sketch book like in the images above.

### Step 3- Design

Things to be considered in final design

- What skills and techniques will they include?
- What will the composition be like?  
(use a page in sketch book to sketch out a few options)

Encourage children not to settle for their first idea!



#### **Step 4 - Making**

Use sketchbooks to inform the making just like you would a piece of writing! Every child should have their sketchbook open and available to make informed decisions and for inspiration.

Final piece may not be in their sketchbook so just take photographs and get children to evaluate on a piece of paper to add into their sketchbook when the photos are printed.

#### **Step 5 – Evaluating**

Each time children make decisions they should evaluate their effectiveness. Evaluation is ongoing. It can be done while experimenting, deciding on composition and looking at the final piece. Encourage children to do peer evaluations and embrace mistakes!

- What techniques did you use?
- What went well?
- What didn't work so well?
- What have you learned from this?
- What will you do next time?
- Do you like or dislike it?

I used the paint blowing technique and it was really effective. Next time I will use colours that complement each other to make it better.

My sculpture collapsed in the middle because the clay didn't dry properly and my sculpture was too heavy. Next time I would need to create a support for my sculpture to stop this from happening.