

This unit builds upon previous work in KS2 in drawing and painting. Children will build their practical and theoretical skills in order to create drawings, collages and painting of insects.

Children will develop their disciplinary knowledge by exploring the role of art in raising awareness of the natural world and understanding of biodiversity. They will have regular opportunities to critically analyse and evaluate their own work, the work of their peers and artists, in order to expand their art vocabulary and build confidence when speaking about their artwork.

Links with Science, Geography and Literacy

Domains of knowledge

Practical knowledge (developing technical proficiency, learning the methods and techniques that's artists, craft-makers and designers use)

Drawing, painting, mark making, colour mixing, shape, colour, line, texture, pattern, collage

Theoretical knowledge (tools, materials and history of art, craft and design – cultural and contextual)

They will develop their knowledge and understanding of painting and photography. They will consider how artists used their tools and techniques.

Disciplinary knowledge (how art is judged, valued and evaluated)

They will develop their understanding of how art is a powerful medium for environmental awareness. Review and evaluate their own and others work.

5 a day approach - flexible grouping, explicit instruction, scaffolding, technology, metacognitive

At the end of this unit of work pupils will know how to;

- Draw for a sustained period of time and for different purposes.
- Collect images and information independently in a sketchbook. Use research to inspire drawings.
- Explore relationships between line and tone, pattern and shape, line and texture.

- Can understand that drawing has different characteristics, purposes and processes. Understand how the formal elements can be combined with different techniques and processes. Understand the value of experimentation and risk taking.
- Plan and create different effects and textures with collage and paint according to what they need for the task.
- Make and match colours with increasing accuracy. Use more specific colour language, i.e. tone
- Can recognise and describe characteristics of different paintings, from different histories and cultures including contemporary.
- Knows the names of painting tools, collage techniques and elements.
- Can use the language of art connected to painting in their discussion.

Vocabulary

Line, tone, shape, pattern, colour, texture, proportion, design, observational drawing, primary source, iridescent, colourful, detail, shiny, metallic, primary colours, secondary colours, oval, curved, straight, slim, thick, thin, head, thorax, abdomen, smooth, rough, hairy form, style, contrast, three dimensional, two dimensional, evaluate, analyse, scale, line, dark, light, tone, design, art materials, techniques, skills, blending, smudge, hatching, cross hatching, scumbling, stippling art materials techniques, skills, light, tone, design, art materials, techniques, skills, annotate, washes, techniques, layers, warm colours, cool colours, ink paint, brushes, water pot, cartridge paper.

Pupils will learn	Vocabulary	Activity	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
1. To describe insects from a primary source using key vocabulary and record from direct observation using photography and drawing techniques.	Shape, line, pattern, detail, texture, observational drawing, primary source, iridescent, colourful, detail, shiny, metallic, primary colours, secondary colours, oval, curved, straight,	Provide each pupil with an insect to look at describe using the key vocab. Model how to describe the insect using a visual language. Demo how to draw using line only – focus on shape	<ul style="list-style-type: none"> • Clear expectations for listening – repeating and learning the information. • Behaviour from all pupils is exemplary and comments are made on

<p>2. To develop shading and mark making skills with 2B, 4B and 6B pencils.</p> <p>3. To learn about/evaluate the work of photographer Christopher Marley</p>	<p>slim, thick, thin, head, thorax, abdomen, smooth, rough, hairy.</p> <p>Tone, shade, 3D, 2D, mark making, texture, pattern, detail, hatching, blending, scumbling, stippling, technique.</p> <p>As above Iridescent, opaque, vibrant etc</p>	<p>and detail. Aim to fill an A4 page. Start with warm up sketches. Evaluate outcomes – what went well and why? What could be improved and how? flexible grouping, explicit instruction, scaffolding, metacognitive</p> <p>Demo how to make a detailed study of one side of a black and white insect picture. Focus on developing mark making skills, scumbling, stippling, hatching – re visit Yr 3 skills. Review outcomes.- explicit instruction, scaffolding, metacognitive</p> <p>CHRISTOPHER.MARLEY.COM 'Exquisite creatures' exhibition. Look at describe using the key vocab. Model how to describe the insect using a visual language. Use photography to further develop ideas a select areas of interest. Discuss the purpose of Marley work. flexible grouping, explicit instruction, scaffolding, technology, metacognitive</p>	<p>sitting, listening, sharing, tidiness and care.</p> <ul style="list-style-type: none"> • Bite sized chunks of knowledge making time for repetition, discussion in pairs and rehearsing in pairs. • Emphasis on learning and exploring key vocabulary. • Demonstration and encouragement for high standards of presentation. • Focus on following instructions.
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<p>4. Use collage to develop design ideas for their beautiful insect.</p>	<p>Collage, outline, accuracy, head, thorax, abdomen, trace</p>	<p>Create design ideas for a beautiful insect using photocopies. Cut, trace and combine different parts of an insect to create new and original ideas. Review and discuss ideas. flexible grouping, explicit instruction, scaffolding, technology, metacognitive</p>	
<p>5. To discuss, review and modify design ideas and create a final design. Make and match colours using inks with increasing accuracy. Use more specific colour language e.g., tone.</p>	<p>Review, design, modify, inks, primary colours, secondary colours, tone, wash, layers.</p>	<p>To work in small groups to discuss design ideas and decide on a final design to paint using inks. Demo how to mix primary and secondary colours. flexible grouping, explicit instruction, scaffolding.</p>	
<p>6. To evaluate their work</p>	<p>Evaluate, describe.</p>	<p>Discuss strengths and areas to improve of final piece and skills learnt. Complete self evaluation. Feedback. flexible grouping, metacognitive</p>	