

06/01/16

Year 5/6

	Spring 1 Heroes and Villains	Art Sessions
	L.I.	Learning Opportunities
1	<p>To explore the work of an artist.</p> <p>To make marks and lines with a wide range of drawing implements.</p> <p>To draw for a sustained period of time at an appropriate level.</p>	<p>Introduce the children to the work of Picasso. Discuss and encourage children to make observations. Concentrate on Dora Maar au Chat, Portrait de Dora Maar and Three Musicians. Get the children to compare and contrast the different works and discuss how Picasso uses shapes.</p> <p>Introduce the new sketch books and show children the different implements available. Demonstrate using each one and hint at the effects each one can have. Explain to the children that you want them to experiment in their sketch books. Children have 10 minutes to explore the implements. Bring the children back together to discuss what they have discovered.</p> <p>Look at line drawings done by Picasso. Distribute several examples around the room. Demonstrate drawing a version of one of them. Ask the children to choose 8 of the implements they have already explored and then draw a line drawing several times in their sketch books. Demonstrate not rushing but taking care over their work. Children aim to spend 3 minutes on each version.</p> <p>Bring the children back together and let them decide which version they enjoyed producing the best and why.</p>

13/01/16

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2	<p>To carry out preliminary portrait studies, trying out different media and materials.</p> <p>To know what silhouette and cameo art is.</p> <p>To make their own silhouette and cameo art.</p> <p>To mix a 3D paint.</p>	<p>Recap the work done on Picasso last week, particularly encourage the children to discuss how Picasso presented some of his portraits.</p> <p>Introduce what is meant by a portrait – link it to how we orientate paper. Introduce Silhouette as an art form that concentrated on portrait subject matter – show examples. Introduce Cameo jewellery as an art form that concentrated on portrait subject matter – show examples.</p> <p>Demonstrate to the children working in pairs to make a silhouette of each. Show how to use light to help them sketch an outline on black card and then carefully cut out.</p> <p>Introduce the children to ‘Puffy Paint’ show them how to combine shaving foam, PVA glue and white paint to make it. Demonstrate painting an oval in peach, cutting a lady’s head shape from white card and then using Puffy Paint to add detail.</p> <p>Children then work to produce their own silhouette and cameo art work – ready for a display in the school hall.</p> <p>At the end of the session bring the children back together to discuss the human head and the key features that help us to identify each other.</p>

20/01/16

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3	<p>To carry out preliminary portrait studies, trying out different media and materials.</p> <p>To know what silhouette and cameo art is.</p> <p>To make their own silhouette and cameo art.</p> <p>To mix a 3D paint.</p>	<p>Point the children to their work now contained on the Picasso Art Display board. Praise them for their achievements and recap our project so far.</p> <p>Ask the children to remind each other about Cameos and Silhouettes in paired talk and then take feedback from the class.</p> <p>Ask the children to revise the instructions for 'Puffy Paint'.</p> <p>Explain that today we will continue to make our silhouettes and cameos from last week.</p> <p>Set the room up so that in pairs and with adult support children complete their silhouettes. Whilst other pairs make their 'Puffy Paint' and produce their cameos. RT to do silhouettes and CH and JJ to do cameos.</p> <p>At the end of the session bring the children back together to share and discuss their work. Can children identify others from the silhouettes?</p>

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4	<p>To produce work based on observations.</p> <p>To experiment creating a 3D piece of art.</p> <p>To be able to compare ideas and adapt work.</p> <p>To explore the work of an artist.</p>	<p>Congratulate the children on their work so far, particularly that there are now 3 boards on display containing their work on heads/ portraits.</p> <p>Remind children of the importance of observations in art and how it is these observations that we can then apply in our own way into our own work.</p> <p>Each child is given a lump of PlayDoh and asked to create a head. Give little advice and let them experiment and produce an item of their own choice. Children are then able to look at each other's work and discuss. Following this let the children go back to their own piece and adapt it if they so wish.</p> <p>Show the children the Tate Modern Piece by Dame Elisabeth Frink – Goggle Head. Discuss it and ask them to make observations. Explain that the children are going to make their own Goggle Head out of air drying clay. Miss T will demonstrate how to do this and give tips on using clay.</p> <p>Children then make their own version of a Goggle Head, taking great care over the features of the human face.</p>

03/02/16

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5	<p>To experiment creating a 3D piece of art. To be able to compare ideas and adapt work.</p> <p>To use observations to produce drawings.</p>	<p>Remind the children of last week's session. Look again at Goggle Head. Look at the example clay version from last week now that it has dried. Recap the methods that were used to produce it. Children then make their own version of a Goggle Head, out of air drying clay, taking great care over the features of the human face. Children are encouraged to take their time and keep adapting their work.</p> <p>When children finish they are given a sheet showing photographs of the different features of the human face. Using this, they practise drawing these with the drawing pencils in their sketch books. This will get them ready for next week's Picasso Portrait activity.</p>