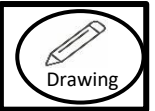




Year: 2

Term: Autumn

How can we use drawing techniques to create animal images?



Essential Prior Knowledge

EYFS

- To be able to recreate the work of another artist using their choice of materials
- To be able to collect images and objects of personal interest.
- To be able to select materials to record observations and ideas.
- To be able to apply paint using fingers, paintbrushes, sponges, twigs and other tools competently and confidently.
- To have explored colour and colour mixing.
- To have developed fine motor skills to print using fingers and every day and found materials competently and confidently.
- To be able to use one handed tools (scissors, tape, glue, etc) competently, safely and confidently.
- To be able to print through stamping and folding paper to create symmetrical patterns.

KS1

- To be able to record observations of shape, colour and pattern.
- To be able to create and edit basic shapes to represent observations and design ideas more accurately.

Key Knowledge (facts and skills) for unit

Understanding of artists and artistic styles

John Nieto (American, 1936–2018)

John Nieto is an American painter known for his use of intense primary colours and bold brushstrokes. Depicting Native Americans and the scenery of the American Southwest, Nieto reflects on his heritage and the history of painting.

Chalk pastel - Pastels are pure powdered pigment, mixed with a small amount of binder. This makes them softer than chalk and much more versatile.

Oil pastel - Oil pastels have a much more intense colour than soft pastels, and are wet in nature.

Primary Colours – children to know these are a **group of colours (yellow, red and blue) from which all other colours can be obtained by mixing.**

Secondary Colours – children to know these are colours (**orange, purple and green**) **created by combining two primary colours.**

Artistic Skills and Techniques

Blending - mixing and blurring colours or shades together to craft a smooth result.

Feathering - light, diagonal strokes of various colours to create rough textures

Observe, Analyse and Evaluate

- Observe and describe features of subjects and their positions.
- Share their creations, explaining the process they have used.
- Describe what they think about the work of others.
- Respond to ideas and feelings expressed in artwork.

Art Skills – Drawing, rubbing

Formal Elements – line, shape, pattern, texture, colour

Enquiry Outcomes

QK1: Can I evaluate and appraise the style of John Nieto?

*Children will **annotate** images of **John Nieto's** work in sketch books linked to discussion about what the style of the artist is, what they notice about his work, They will give their **opinion** on his work and what it makes them **feel**.*

QK2: Can I develop my drawing techniques?

*Children will follow modelling of individual **chalk and oil pastel techniques** used and explore use of them in sketchbooks (blending, little strokes, hatching, cross-hatching, side strokes, layered side strokes, feathering, drawing, pointillism).*

QK3: Can I collect ideas and practise drawing ideas for my final piece?

*Children will collect images of and practise **drawing** a few endangered animals of their choice. Scaffolding grids to support **scale** and experiment with **colour** using crayon, chalk/oil pastel. They will add drawings of animals (the whole animal, or part of it);*

QK4: Application question - Can I create my final piece?

*Using their ideas from last week, children will decide on a final piece that will be of and raise awareness of an endangered animal. They will use **pencil** on dark background to **sketch** the outline using a grid (as practised) as necessary and then complete it with **chalk/ oil pastels** of their choosing including the techniques that they have practised.*

QK5: Can I evaluate my final piece?

Children will comment (verbally using QR codes) about the final piece: the choice of animal, why they picked it. Are they pleased with their choice of colour? Why? What would they change? Why? They will also ask others what reaction or response the viewer has when they look at the work.