

ART UNIT PLAN David Hockney HT2

Y2 6 Hours (approx.)

Prior Knowledge:	<p>Ask questions about a piece of work</p> <p>Use pencil to create lines of different thicknesses – straight, wavy, smooth</p> <p>Create simple drawings from observation.</p> <p>Use a variety of tools: pencils, crayons, pastels, felt tips, wax crayons and charcoal.</p> <p>Name the primary and secondary colours</p> <p>Mix primary colours to make secondary colours o</p> <p>Hold a paintbrush correctly</p> <p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p>
National Curriculum	Key Knowledge & Skills
<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><u>Exploring & Developing ideas</u></p> <p>Create a piece of art in response to an artist.</p> <p>Suggest how artists have used colour, pattern and shape.</p> <p>Begin to record ideas in sketchbooks.</p> <p><u>Drawing:</u></p> <p>Choose and use 3 different grades of pencil when drawing.</p> <p>Use sketchbooks to record observations and ideas.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p><u>Painting / using colour:</u></p> <p>Create tints with paint by adding white.</p> <p>Create tones with paint by adding black</p> <p>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p>
What lessons will be taught (inc skills)	
<ol style="list-style-type: none"> 1. Who is David Hockney and how do we recognise his work. Continue to draw a way of recording experiences and feelings. 2. How does Hockney use shape in his drawings and paintings? Suggest how artists have used colour, pattern and shape. 3. When painting how can we create all of the colours when only using red, yellow and blue? Make as many tones of one colour as possible using primary colours and white. 4. How can we use a pencil to show different shades? Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. 5. How can we draw and paint like David Hockney? Mix colours to match those of the natural world – colours that might have a less defined name 	

6. **How we can create different thickness of lines using different pencils to create a landscape scene of Bradford.** Choose and use 3 different grades of pencil when drawing.

Resources/CPD	Vocabulary	How we will communicate our findings? Outcomes
	* shade *smudge *blend *shade *acrylic / poster / watercolour *artefact *mono-printing *motif *wash *Join*slip *form *malleable *natural *man-made *form *recycled	Work in sketchbook and work displayed on the wall
Cross Curricular Opportunities	Oracy Opportunities	Visits / Visitors (with dates)
History of Bradford	Pupils read out facts about Hockney and discuss what they mean. Pupils say why they prefer one piece over an other Pupils describe how paintings make them feel Pupils describe noticeable Bradford buildings	Magical mystery tour 5 th and 12 th of Nov – look at and describe notable buildings of the city.