

ART UNIT PLAN Compare Birgit Kinder & Horacio Cardozo (transport) Y2 HT 1 6 Hours (approx.)

<p>Prior Knowledge:</p>	<p>Ask questions about a piece of work Use pencil to create lines of different thicknesses – straight, wavy, smooth Create simple drawings from observation. Use a variety of tools: pencils, crayons, pastels, felt tips, wax crayons and charcoal. Name the primary and secondary colours Mix primary colours to make secondary colours Hold a paintbrush correctly Ensure they know the names of all the colours. Begin to introduce mixing of colours to make new colours. Create patterns and pictures by printing from objects using more than one colour.</p>	
<p>National Curriculum – key stage 1</p>	<p>Key Knowledge & Skills</p>	
<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 align="center">Exploring & Developing ideas Suggest how artists have used colour, pattern and shape.</p> <p align="center">Drawing: Use a viewfinder to focus on a specific part of artefact before drawing it. Continue to draw a way of recording experiences and feelings. Use sketchbooks to record observations and ideas. Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.</p> <p align="center">Painting / using colour: How to create brown with paint. Create tints with paint by adding white. Create tones with paint by adding black Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ Make as many tones of one colour as possible using primary colours and white.</p>	
<p>What lessons will be taught (inc skills)</p>		
<ol style="list-style-type: none"> 1. Look at the work of both artists, discuss their creations and how they are made to make you feel. The car is crashing and exciting, where as the boat is still and calm. Which do they prefer and why – explain their answers. Sketch their preferred image, then repeat using the grid method. Can pupils point out where they improved. 2. Create 3 tints of blue to create the water in Horacio Cardozo paintings 3. Create varying tints of blue by adding white to show dark blue changing to white. 4. Use line drawing to show the rippling effects of the boat’s reflection in the water 5. Look at the use of black on Birgit’s pale blue wall when the car is exploding out of the wall, pupils recreate the wall and it’s break. 6. Using symmetry pupils line draw the car; explain how this will be placed on top of their break out 		
<p>Resources/CPD</p>	<p>Vocabulary</p>	<p>How we will communicate our findings?</p>
<p>Birgit Kinder & Horacio Cardozo images of their work</p>	<p>* shade *blend *shade poster / watercolour slip *form *natural *man-made *form</p>	
<p>Cross Curricular Opportunities</p>	<p>Oracy Opportunities</p>	<p>Visits / Visitors (with dates)</p>
<p>Maths – symmetry</p>	<p>PSHE – discussion of feelings & moods</p>	<p>Industrial museum – opportunity to sketch a vintage vehicle</p>

