

Subject: Art, Craft and Design: Shell Study	Year: 3 – Autumn Term 2
<p>National Curriculum objectives</p> <ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials learn about great artists, architects and designers in history to create sketch books to record their observations and use them to review and revisit ideas 	
<p>To begin this unit, the children should have already learnt:</p> <p><u>Line/Detail + Observation</u>); Show increased control over lines. (YR2) Encourage children to look carefully, to observe and include more detail (YR2)</p> <p><u>(Texture/Pattern)</u>: Show some control creating different marks to form patterns and different textures, for example dots, lines, shapes. (YR2)</p> <p><u>(Shading)</u>: Discuss use of shadows, use of light and dark (YR2)</p> <p><u>(Colour mixing/knowledge)</u>: Make colour wheel: primary to secondary colour mixing (YR1) Colour Wheel: primary to secondary colours mixing, contrasting colour. (YR2) Adding light and dark (YR2)</p> <p><u>(Application of paint)</u>: Paint applied with greater variety of brushes to try and copy effects. (YR2)</p>	<p>The learning in this unit will prepare the children to learn these things in the future:</p> <p>Year 4 Progression of Skills; <u>(Line/Detail + Observation)</u>; Continue to practise close observation to add detail and texture to form accurate drawings</p> <p><u>(Texture/Pattern)</u>: Explore environmental and manmade patterns and textures for example tessellation for desired effects.</p> <p><u>(Shading)</u>: Identify and draw the effect of light including tone and shadow</p> <p><u>(Perspective)</u>: Begin to look at scale and proportion in drawing</p> <p><u>(Recording/Self Governing/Evaluation)</u>: Use sketches as a way of recording ideas, planning other work, record work in a clear sequence in sketchbooks.</p> <p><u>(Colour mixing/knowledge)</u>: Beginning to experiment colour matching, Self-lead colour mixing. Experimenting with intensity of colour.</p> <p><u>(Application of paint)</u>: Paint applied taking greater care. Using a greater variety of brushes or applicators to achieve a planned effect.</p>
<p>Key Enquiry Question</p> <p>Looking carefully, can you create a detailed image of a shell?</p>	<p>The Big Idea:</p> <p>Practise looking carefully; observational drawing of a 3D object, colour mixing and blending influenced by Georgia O’Keeffe.</p>
<p style="text-align: center;">To achieve ARE, pupils will need to be secure in the following knowledge:</p>	
<p>By the end of this unit, children will know:</p> <p>How to gather and review information, references and resources related to their ideas and interventions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.</p> <p>Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques (<u>observational drawing and watercolour to create detailed images of shells</u>). Select, and use appropriately, a variety of materials and</p>	<p>Vocabulary:</p> <p>Line: charcoal, pencil, crayon, chalk, pastels, thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold</p> <p>Texture: pattern texture, proportion, emotion, expression, smooth, rough, wrinkly, bumpy, hatching, cross hatching, media marks, pencil, techniques, blending, rubbing, shading.</p> <p>Shape: grades, forms, shapes, shape names, curving, wavy, straight, proportion, spiral, 3D.</p> <p>Tones: variations in tone.</p>

techniques in order to create their own work. Take the time to reflect upon what they like and dislike about their work in order to improve it.

About and describe the work of some artists, craftspeople, architects and designers (Georgia O'Keeffe). And be able to explain how to use some of the tools and techniques they have chosen to work with

(NSEAD Assessment framework)

By the end of this unit, children will be able to do:

Drawing Skills:

(Line/Detail + Observation);

Use experience of line to practise close observation to add detail to drawing

(Texture/Pattern);

Show increased control creating different marks to form patterns and different textures to create effects, for example dots, lines, shapes, hatching.

(Shading);

Experiment with the potential of various pencils to shade and create light and dark

(Perspective);

An attempt to show some 3D qualities to an object.

(Recording/Self Governing/Evaluation);

Self-reflect on created pieces of art.

Colour Skills:

(Colour mixing/knowledge);

Tertiary colours.

Tones of colour adding light and dark.

(Application of paint);

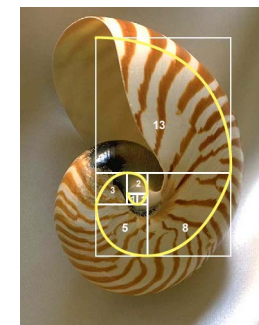
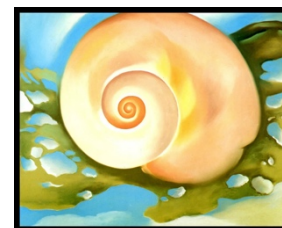
Paint applied with greater variety of brushes to try and copy effects including washes.

Colour: primary, secondary colours, mix, tints, tones, shades, experiment, effects, textural effects, blocking, washes, layering, brush, texture, evaluate, compare, review, reflect.

Georgia O'Keeffe, shell shape names: conch, ceriths (eg augers), bivalves (eg scallop), Nautilus, cowries. Fibonacci's shell.

Artists:

Georgia O'Keeffe (1887-1986) – shell paintings



Fibonacci's shell.

Possible comparison: Contemporary female 3D artist: Blott Kerr Wilson: <https://www.blottkerrwilson.com>

Media:

Pencil

Charcoal

Pastel

Chalk

Water colour

Crayon

Useful Resources:

<https://www.twinkl.com/resource/ks2-georgia-okeeffe-watercolour-shell-art-activity-t-ad-1656339926>

Google – Macro-photography shells (links with previous unit on pattern)

