



Art and Design Focus:	Drawing	Year 2	Autumn Term
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Objective (Project)

To use a range of materials and techniques creatively to design, sketch and draw a flying machine in the style of Leonardo Da Vinci.

Children will explore Leonardo Da Vinci as an artist and inventor. They will observe his designs and drawings and draw the lines and shapes they can see. Children will design, sketch and then draw in the style of Da Vinci, including designing their own flying machines and include instructions to accompany the design.

Key Knowledge and skills
To study the work of Leonardo Da Vinci when creating his "flying machines". NB: https://www.nationalgeographic.com/news/2017/11/leonardo-da-vinci-genius-walter-isacson/ https://www.leonardodavinci.net/flyingmachine.jsp
To be able to describe what they can see and like in Da Vinci's work.
To be taught how to select appropriate materials to use in order to develop and share their ideas in their sketchbooks.
To develop their designs using marks, lines, shapes and textures to create a Da Vinci inspired flying machine.
To be able to annotate work purposefully and write a set of instructions for their flying machine.

What? (Vocabulary)	
Spelling	Definition/Sentence
Sketching	Drawing that is done quickly without a lot of details. Artists use sketches as preparation for a more detailed painting or drawing.
Design	A plan or drawing of something that you intend to make.
Detailing	Adding a minor point or aspect to something.
Shape	The appearance of its outside edges or surfaces.
Line	A long mark which is drawn or painted on a surface.
Observation	To make comment or pay attention to something and notice more about it than most people do.
Renaissance	The period in Europe, especially Italy, in the 14th, 15th, and 16th centuries, when there was a new interest in art, literature, science, and learning.
Charcoal	A stick of black carbon which is used for drawing.
Anatomy	The study of the structure of people/ animals bodies.
Annotate	To add notes to or explain something.

Artist/Cultural Focus

Leonardo Da Vinci was an artist, scientist and inventor during the Italian Renaissance. He is considered by many to be one of the most talented and intelligent people of all time. Many of da Vinci's drawings and journals were made in his pursuit of scientific knowledge and inventions. Leonardo studied and designed a bewildering number of machines and devices. He drew their "anatomy" with unparalleled mastery, producing the first form of the modern technical drawing.



Inspiration

LI: artist exploration

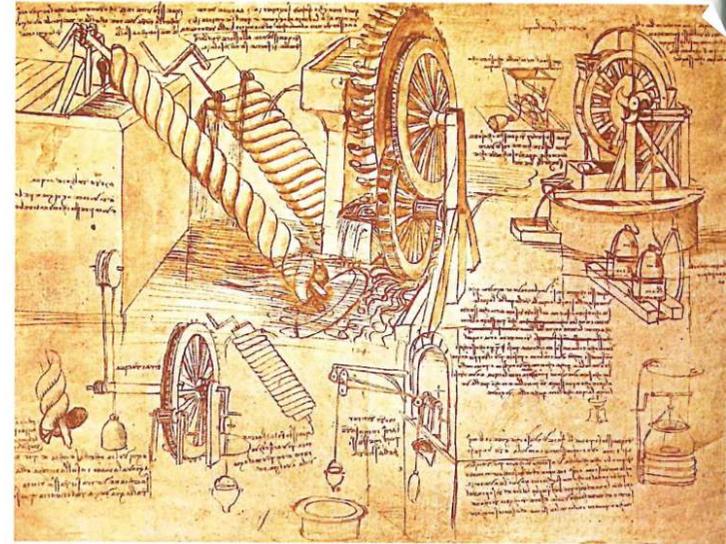
Leonardo
da Vinci
(1452 - 1519)



Mona Lisa - Most well-known and replicated.

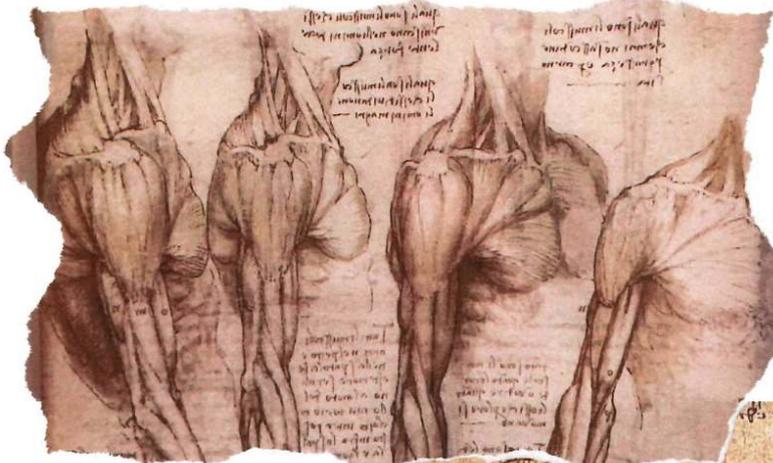


Developed skills of Mechanics, Carpentry, metalwork, and architectural drafting and chemistry.

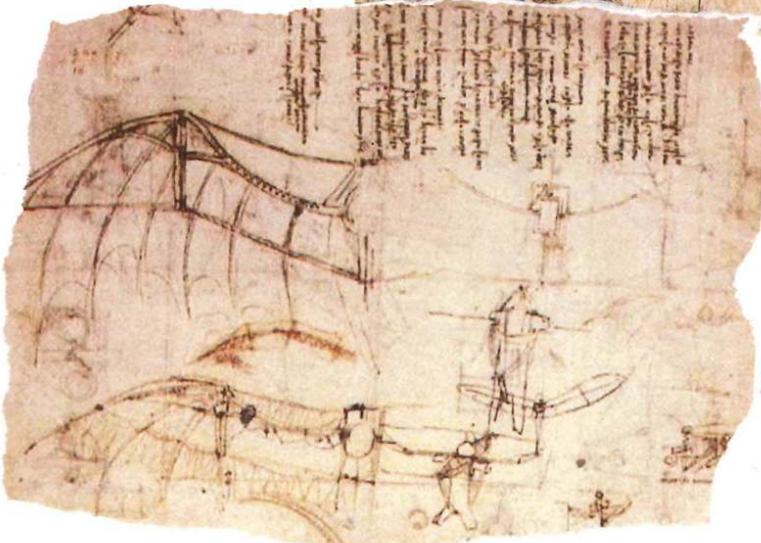
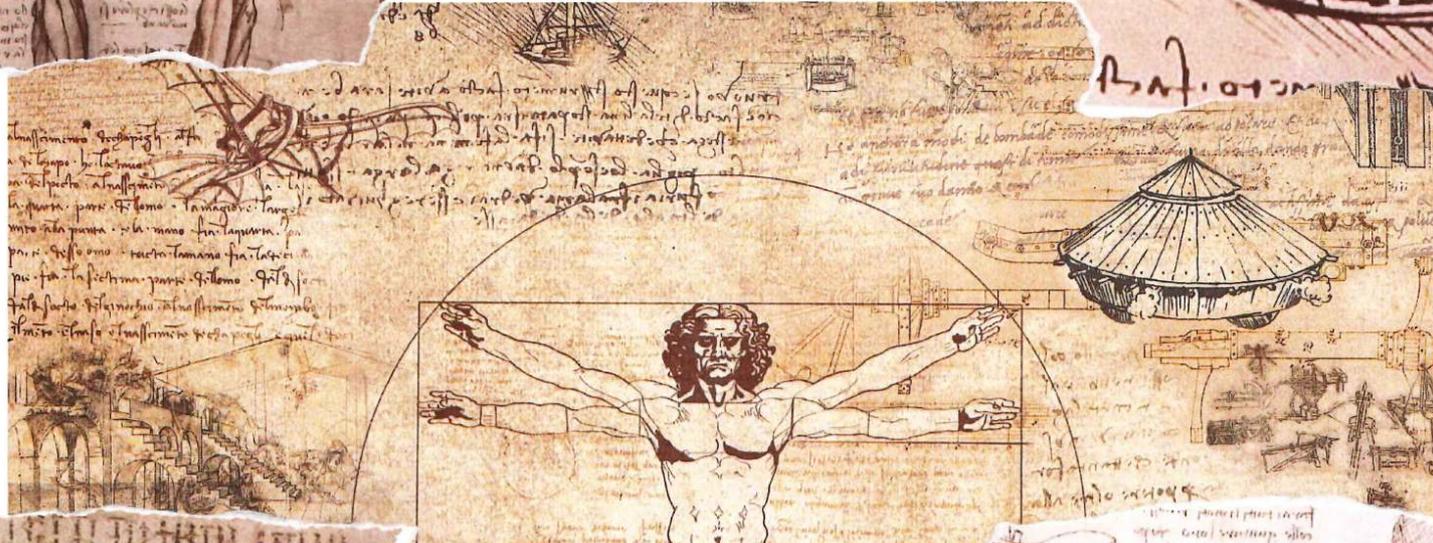
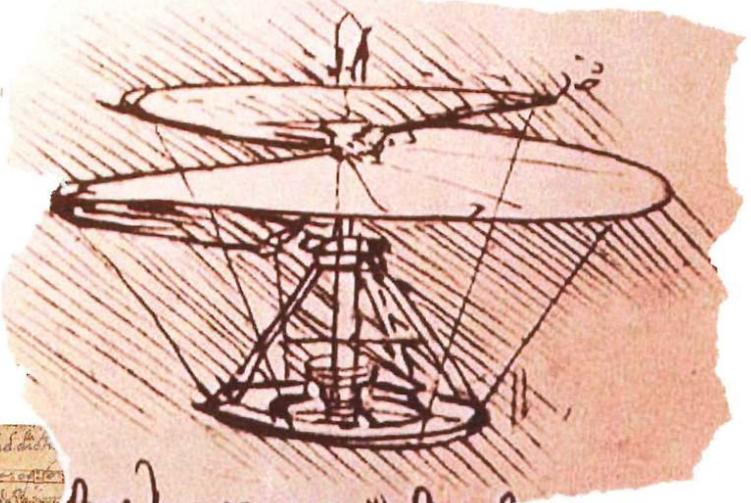


Learnt his craft on a 9 year apprenticeship. Developed his skills in drawing, painting and sculpting.

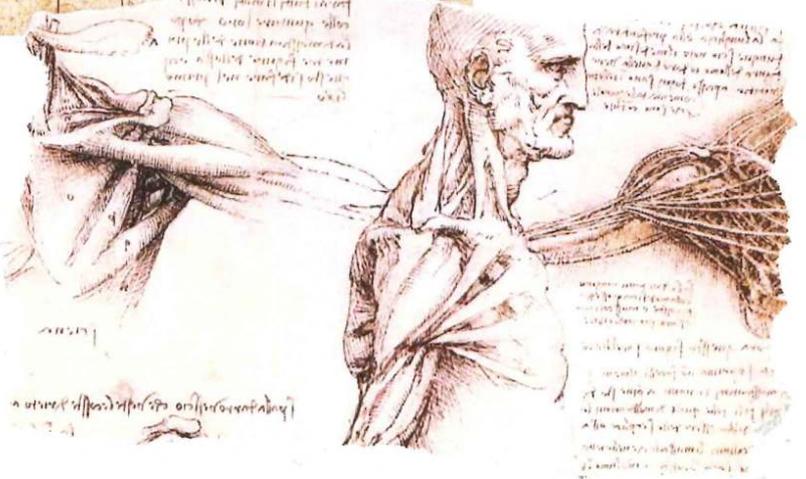




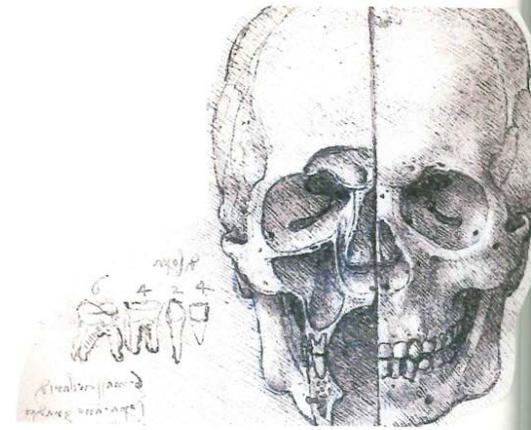
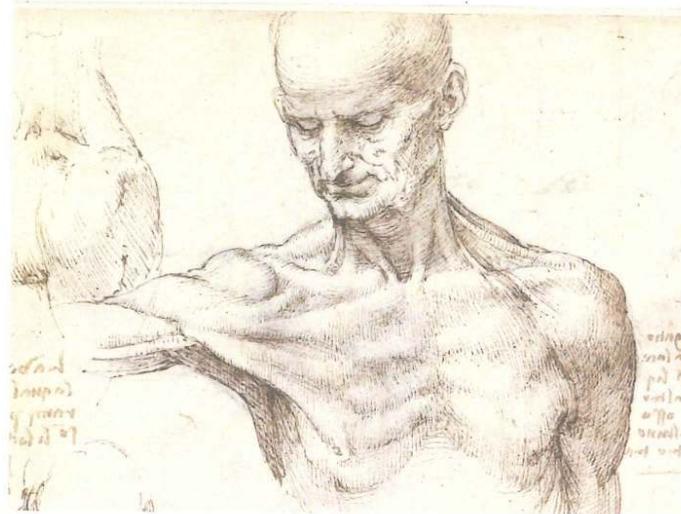
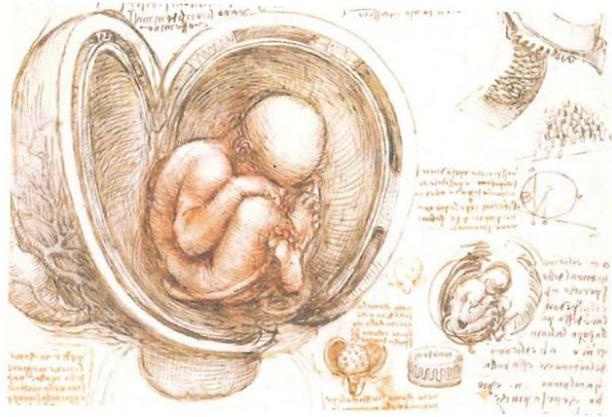
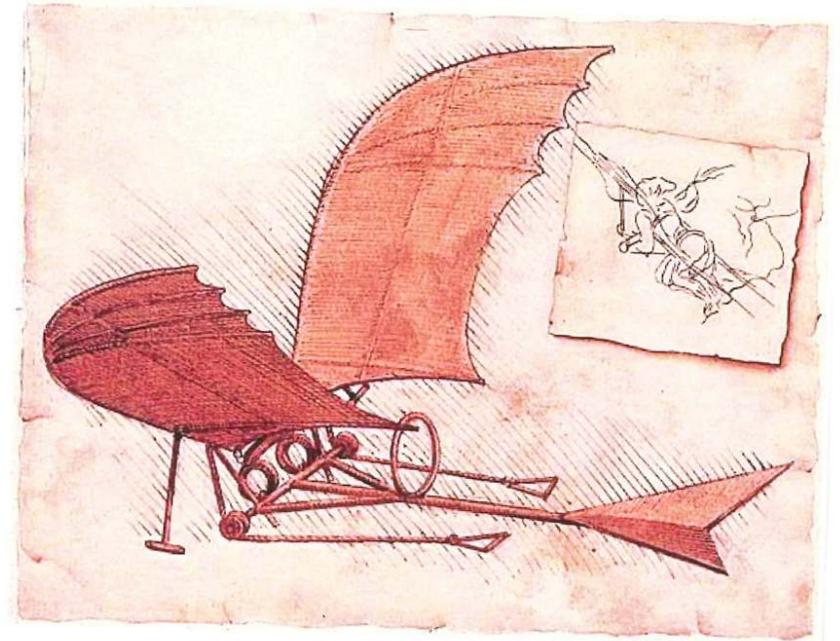
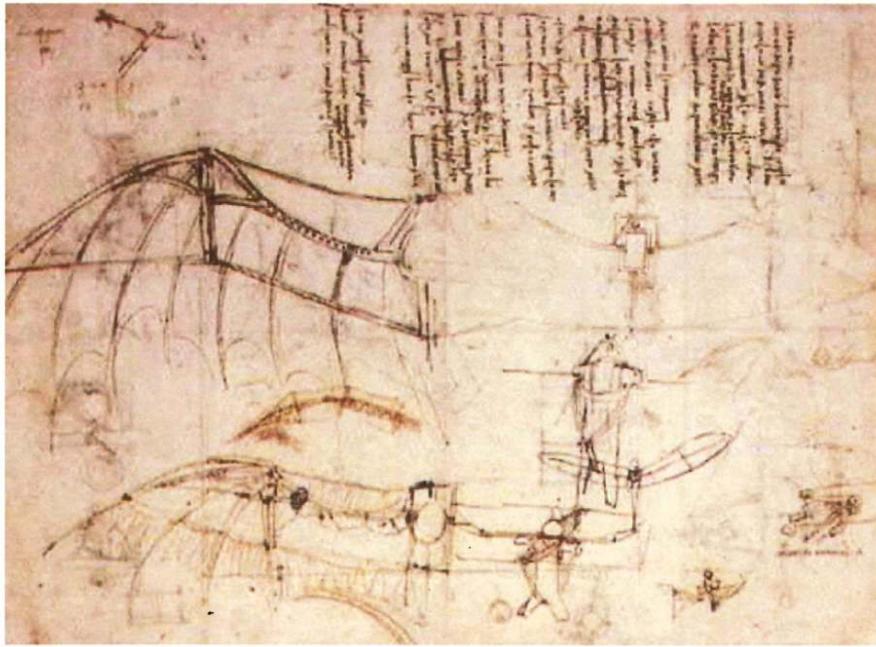
Sketches of inventions, human anatomy, landscapes and blocking out Plans for paintings.

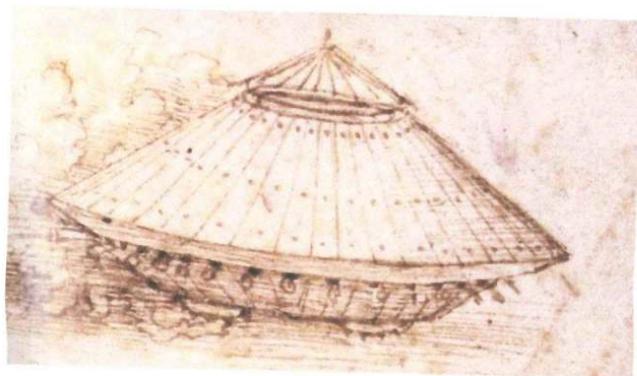
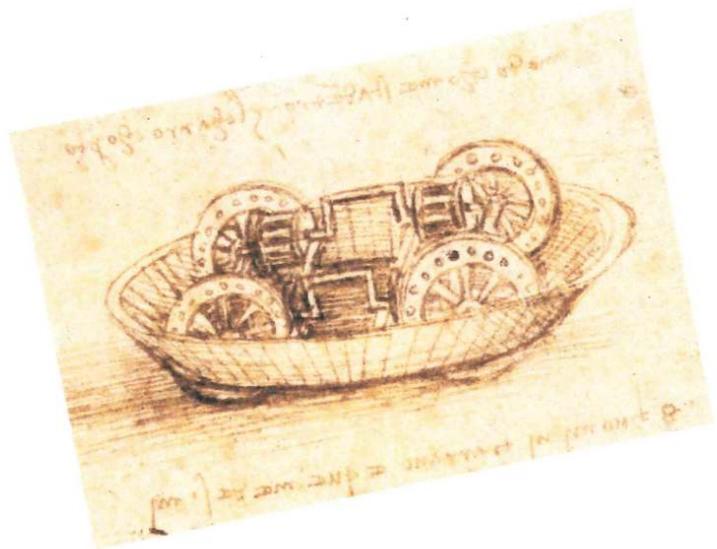


Vitruvian man, Scientific enquiry and mechanical inventiveness.

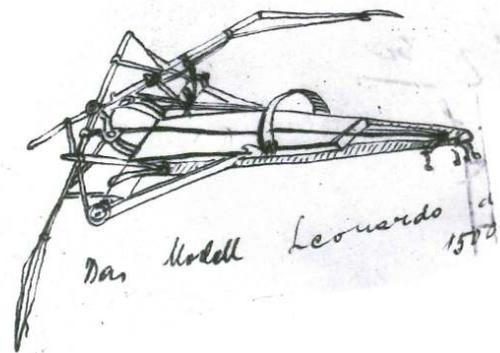


LI: artist appreciation

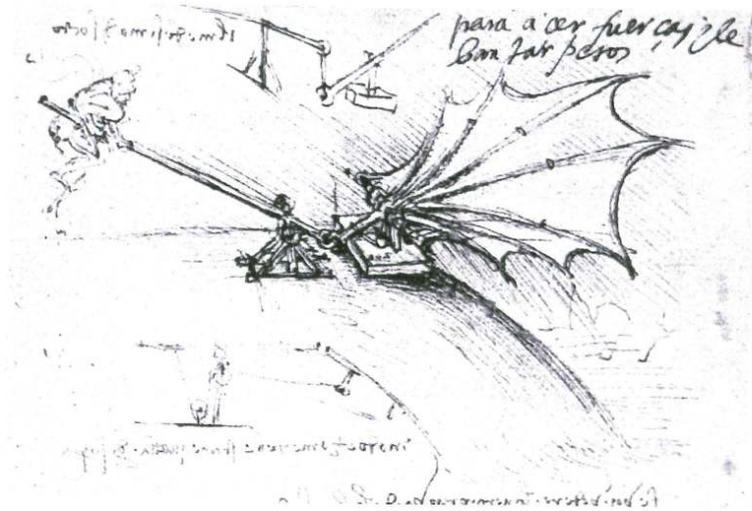




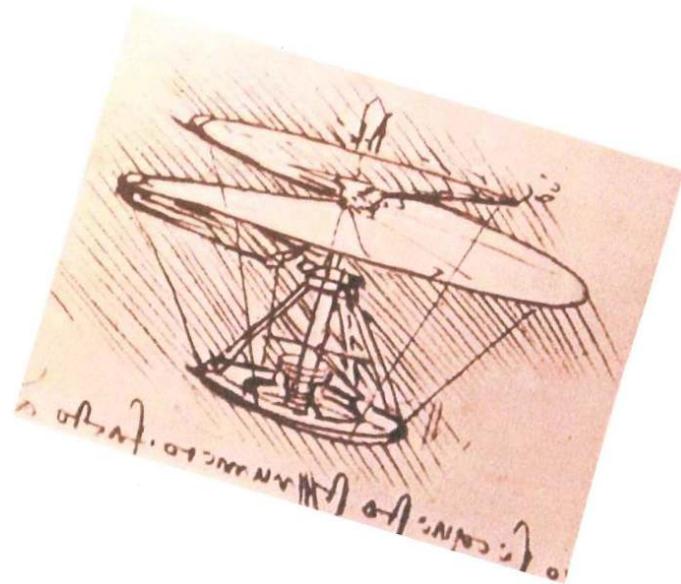
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den Lepitiu



Das Modell Leonardo
1502



para a' aer fuer ay'le
Bm far petro



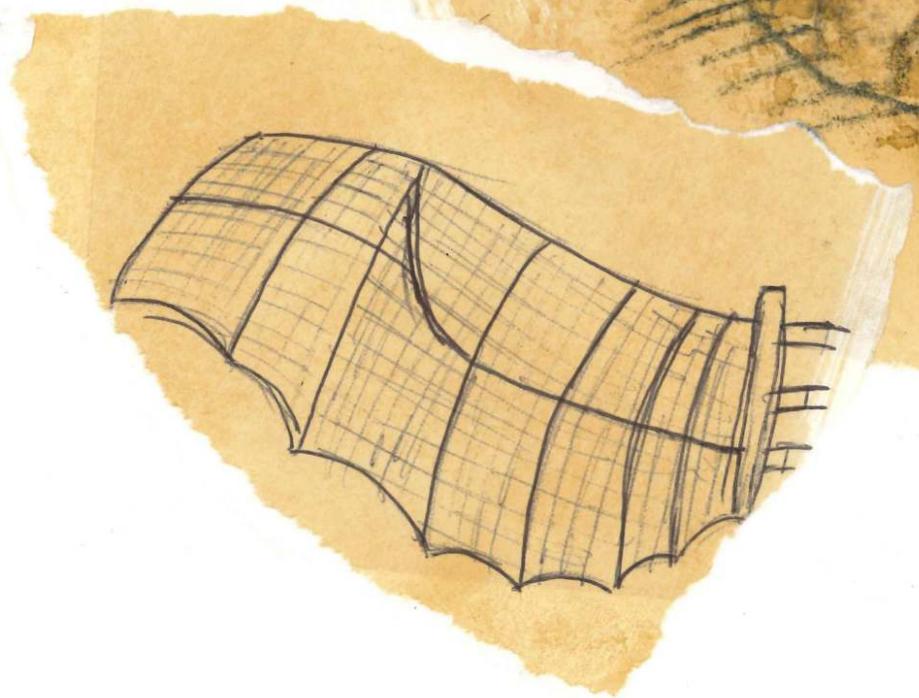
o' c' d' n' s' p' o' p' h' a' n' m' c' o' . f' v' g' p' o'

LI: selecting appropriate materials

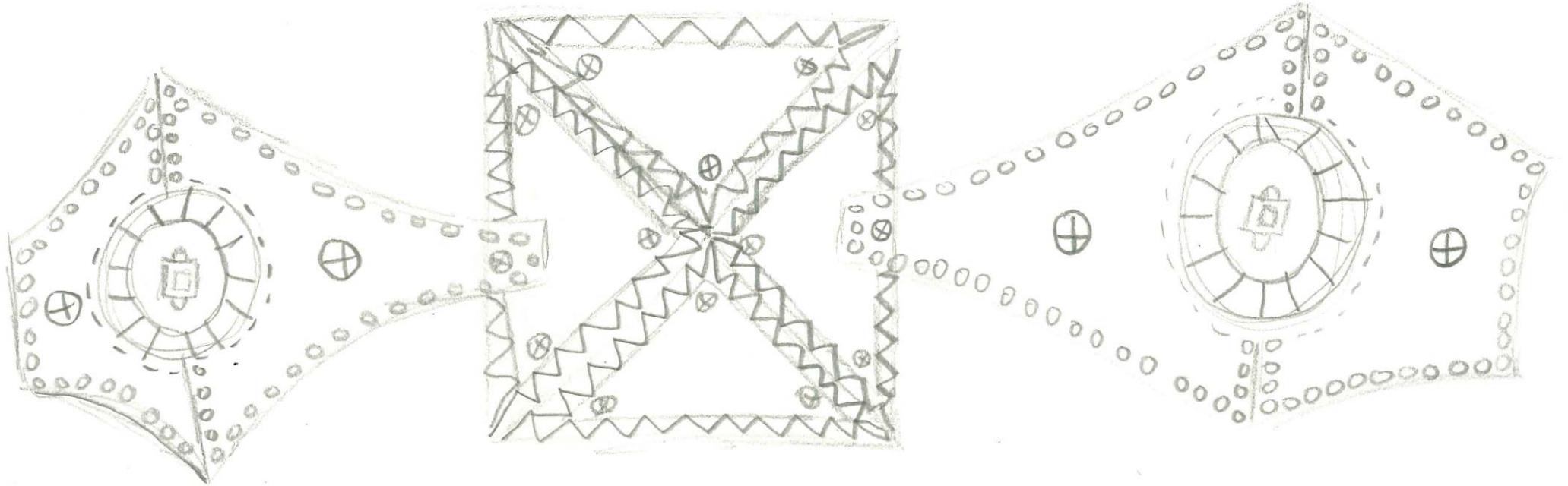




Charcoal is not the best material
to use as it smudges



LI: use of line and shape



LI: annotating a sketchbook purposefully

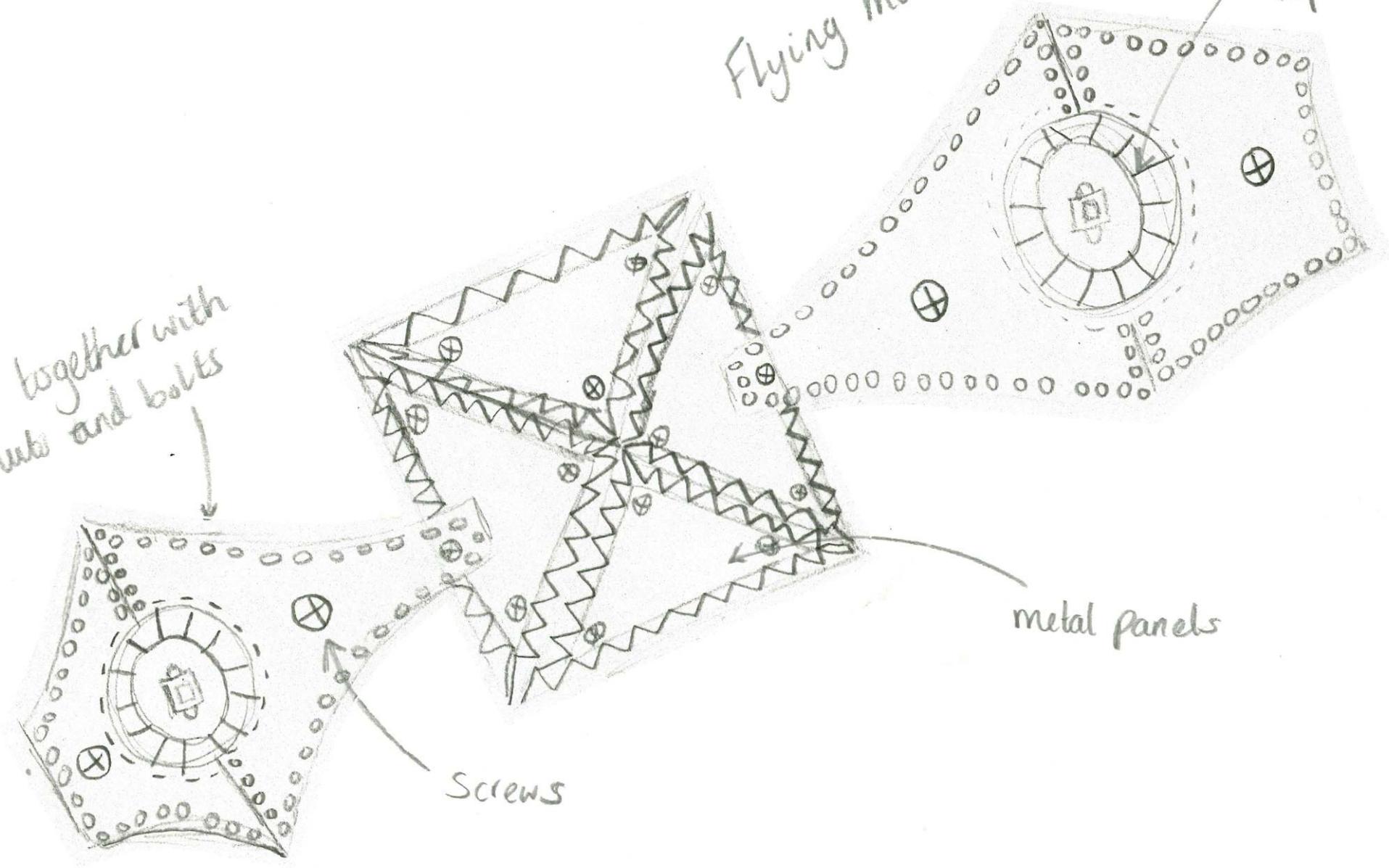
Flying machine

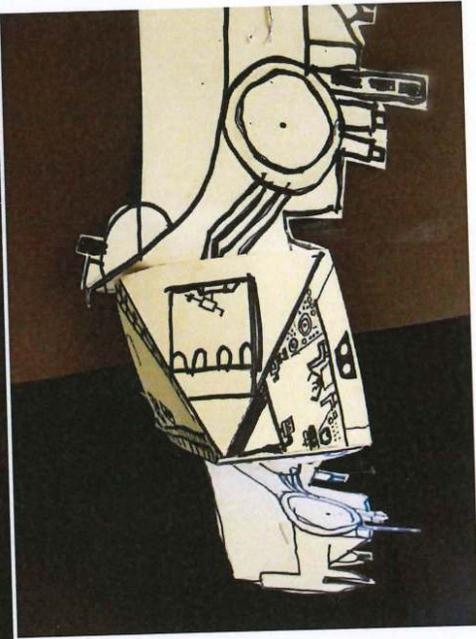
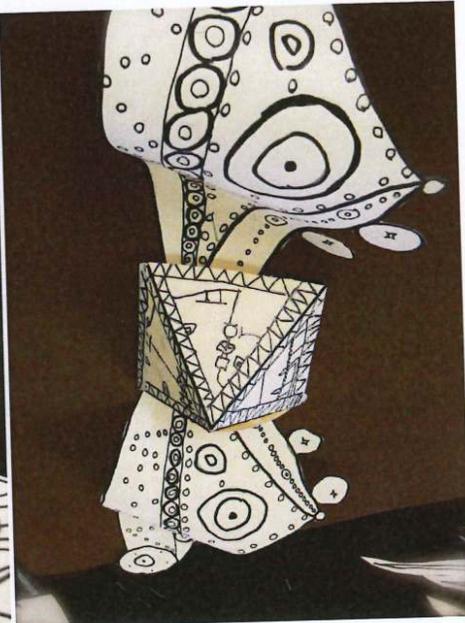
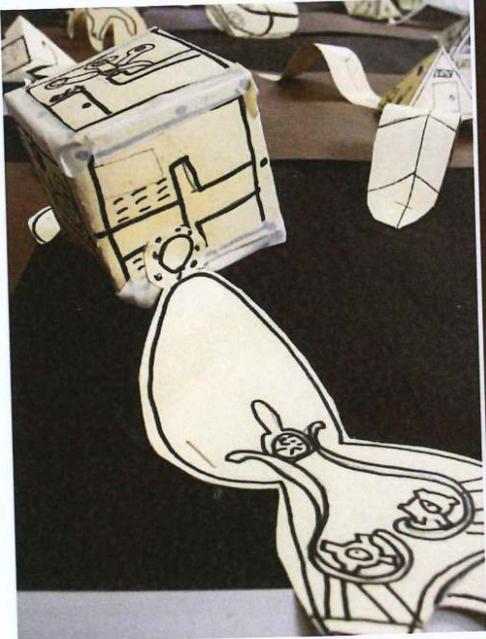
Fans and Propellers.

Held together with nuts and bolts

metal panels

Screws





Art and Design Focus:	Painting/Collage	Year 2	Spring Term
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Objective (Project)

To explore the use of warm/cool colours, through the use of colour mixing and collage, and use these to create artwork that reflects a mood or event. Children will build on their prior knowledge of colour theory (Year 1 - Summer) and look in more depth at the use of warm and cool colours in painting. Children will use mixed media (collage and paint) to recreate paintings inspired by the Great Fire of London and explore how the use of colour showed the severity of the incident. Following on from this, children will use contrasting skills to develop a coastal/seaside painting, using cool colours to reflect the mood.

Key Knowledge and skills
To explore warm and cool colours through studying colour theory.
To explore, select and collect materials from different sources that reflect warm and/or cool colours.
To develop an understanding of tones and colour by exploring different artwork.
To study artwork from the Great Fire of London, including 'The Great Fire' by Jan Griffier the Elder, c1670-1678. (focus on colours used) NB: https://www.museumoflondon.org.uk/discover/great-fire-london-1666
To study the work of Eileen Downes and describe it's key characteristics. (focus on techniques and colours used) NB: http://www.eileendownes.com/
To use a sketchbook to experiment with techniques from the artists studied. NB: use of colour, tone etc. collaging— ripped or cut? Laid in strips or scattered?
To combine previously taught skills to create artwork that reflects a mood or event using warm and cool colours.

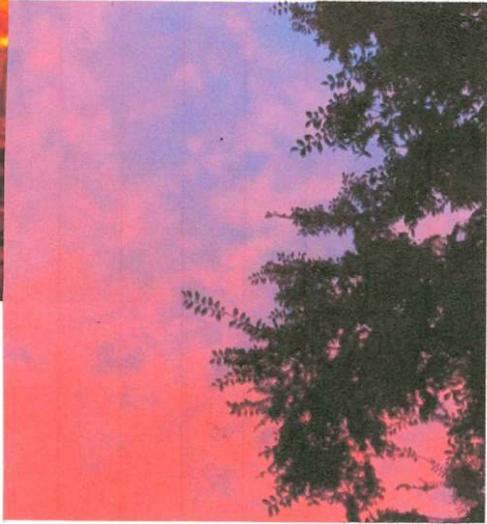
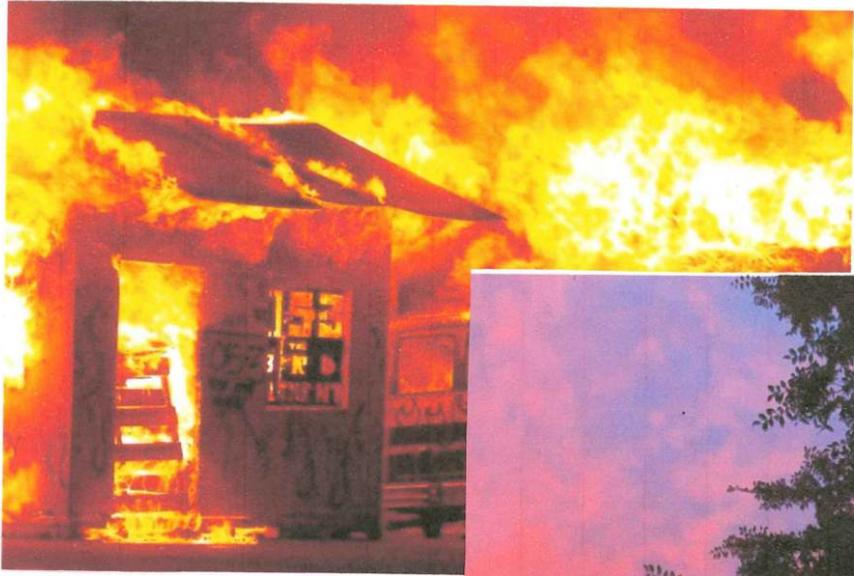
What? (Vocabulary)	
Spelling	Definition/Sentence
Colour theory	A body of practical guidance to colour mixing and the visual effects of a specific colour combination.
Warm colours	Often said to be hues from red through yellow, browns, and tans included.
Cool colours	Often said to be the hues from blue-green through blue violet, most greys included.
Colour wheel	A chart that shows primary and secondary colours.
Abstract	Abstract art makes use of shapes and patterns rather than showing people or things.
Silhouette	The outline that an object or person has, which often helps you to recognize it.
Tone	One of the lighter, darker, or brighter shades of the same colour.
Texture	The way something feels to the touch or looks as if it may feel if it were touched.
Collage	Type of artwork where materials are pasted onto a surface.

Artist/Cultural Focus
Great Fire of London 1666: The Great Fire, seen from Newgate. Oil on canvas, after Jan Griffier the Elder, c1670-1678. This painting creates a very dramatic impression of what the fire was like. People are running out of the gates and a woman sits in despair on the ground next to her baby in a cradle. It probably represents the fire on the night of Tuesday 4 September.
Eileen Downes - Stinson Beach Series No 7: Eileen is a native of California. She has developed a unique artistic style utilizing the medium of collage and specific layering techniques. Her collage artwork is composed of many layers, each significant in the process of her art making. She uses bits of torn magazine papers as her "palette of paint" working the image by adding and subtracting tonal values of this paper until she creates the effect that she desires.

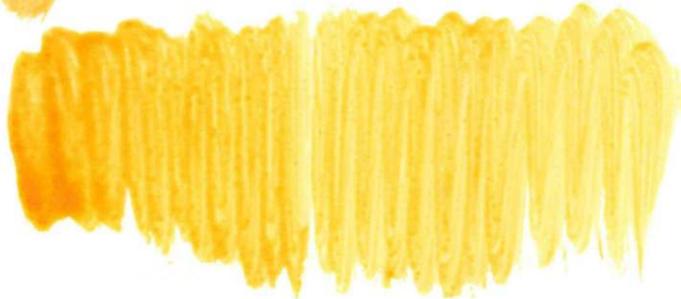
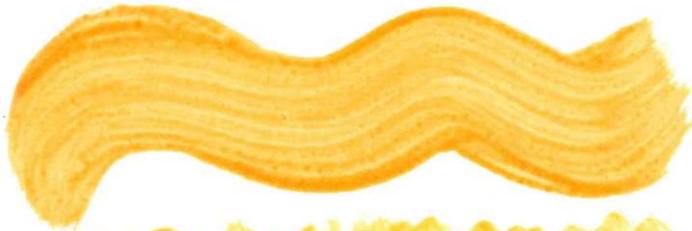
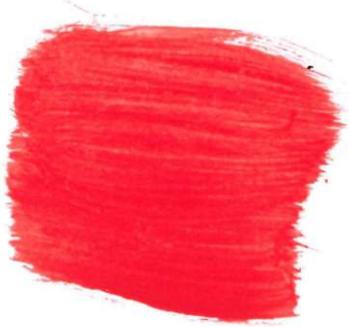
Inspiration

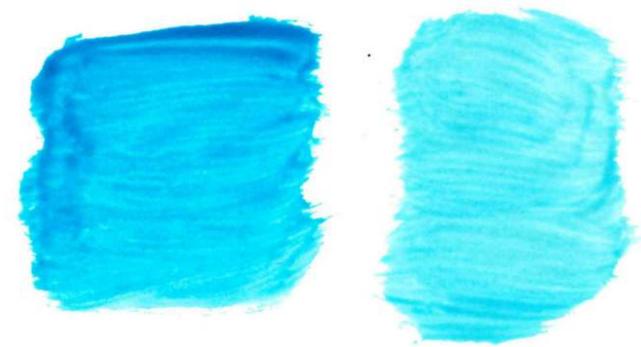
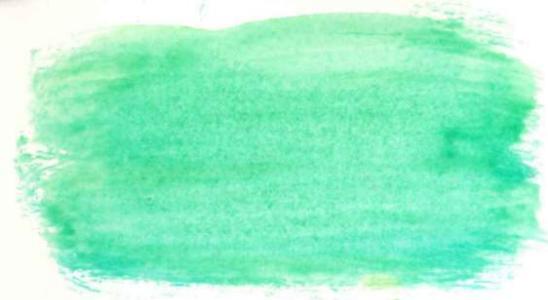




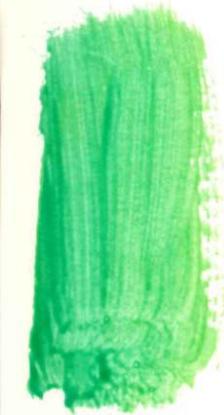
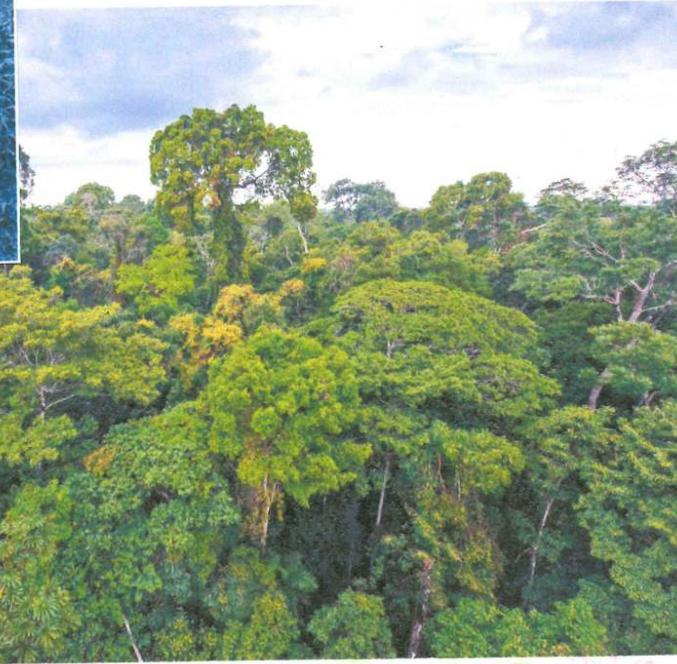
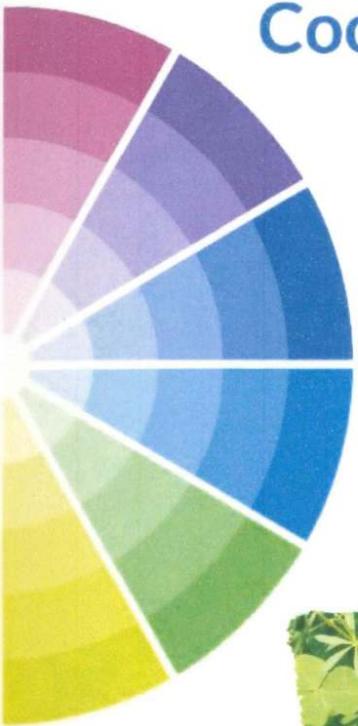



Warm





Cool







Ed Downes
A GARDEN

Art and Design Focus:	Craft	Year 2	Summer Term
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Objective (Project)

To create a Ndebele style collage, inspired by the work of Esther Mahlangu, combining symmetry and repeated patterns with geometric shapes. Children will study the work of South African artist Esther Mahlangu, focusing on her work inspired by the Ndebele people. They will learn about creating a colour palette. Children will then use their sketchbooks to explore their favourite designs and then decide on their own design. Finally creating their own Ndebele inspired collage piece combining symmetry and repeated patterns with geometric shapes.

Key Knowledge and skills
To be able to identify and describe some of the key characteristics of African Art. NB: bbc.co.uk/bitesize/articles/zgl8bq https://www.britishmuseum.org/learn/schools/ages-7-11/africa
To be able to identify and describe some of the key characteristics of Ndebele art.
To study the work of Esther Mahlangu and describe its key characteristics.
To use collaging techniques, to create a colour palette similar to those used by Ndebele nation and Esther Mahlangu.
To design their own piece of Ndebele inspired artwork, featuring symmetry, repeating pattern techniques and geometric composition used by Esther Mahlangu.
To create their own colourful, collaged artwork inspired by the traditional art of the Ndebele people and Esther Mahlangu.

What? (Vocabulary)	
Spelling	Definition/Sentence
African art	African art is any form of art or material culture that originates from the continent of Africa.
Ndebele Art	A group of people who live mainly in South Africa. They are known for their colourful houses, clothing and beading. They use natural pigments mixed with cow dung, and bright acrylic paints outlined with black lines, to make large geometric patterns on the outside walls of their homes.
Collage	A picture made by sticking pieces of coloured paper and coloured paper and cloth onto paper.
Colour palette	Group of colours chosen to be used together. A well designed palette will have colours that complement.
Symmetry	When a shape/object has two completely identical sides that are either facing each other or around an axis.
Repeating pattern	Patterns that repeat themselves over and over again according to a certain rule
Geometric composition	Covers a range of techniques used to guide the positioning of elements in a design. More in go here

Artist/Cultural Focus

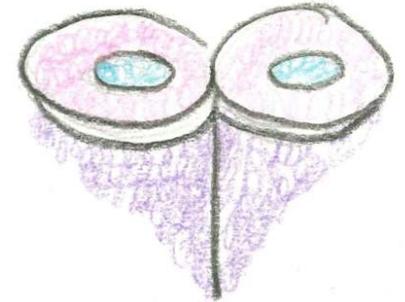
Esther Mahlangu - a South African artist, born on 11th November 1935. She is from the Ndebele nation. She is famous for her bold, colourful artworks inspired by the traditional art of the Ndebele people. Mahlangu began painting when she was ten years old. It is traditional for the women in the Ndebele community to paint the outside of their houses. They use natural pigments mixed with cow dung, and bright acrylic paints outlined with black lines, to make large geometric patterns on the outside walls of their homes. Mahlangu uses elements from the traditional Ndebele houses in her paintings. These traditional designs feature complex Symmetry and repeating patterns in geometric compositions using rectangles and triangles.

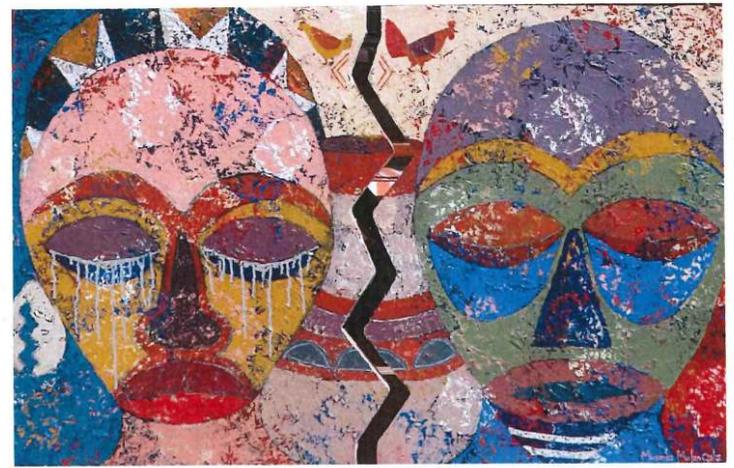
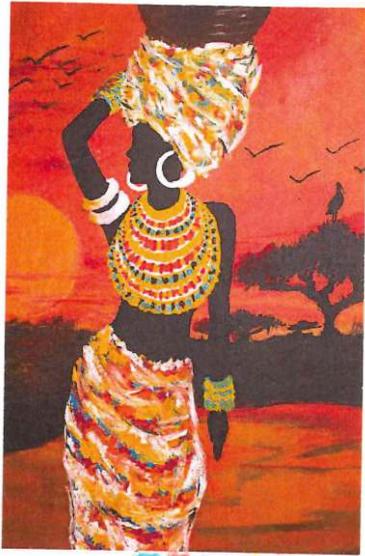


Inspiration

LI: describe key characteristics of African art

AFRICAN ART



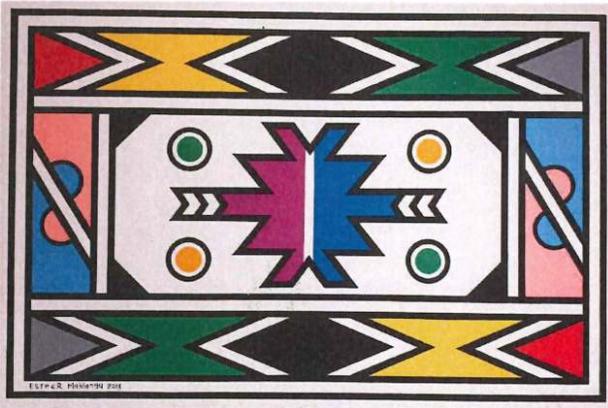


LI: describe key characteristics of Ndebele art

Vivid geometric patterns.

Red and dark red
Yellow to gold
Sky blue
green
pink.

bold lines



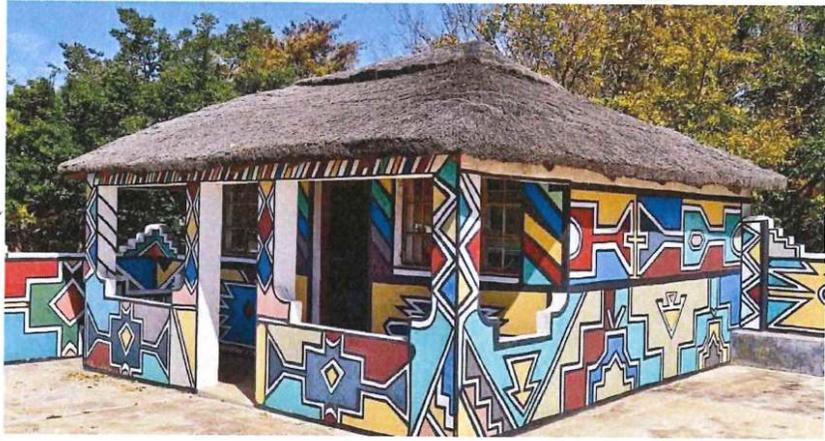
Vibrant bursts of colour



At first, used earth tones and natural pigments

Women-led culture of painting houses with patches of colour outlined with black lines.





Ndzundza Transvaal
Ndebele known for striking
wall painting and detailed beadwork.

Expressive symbols were
used to communicate
between sub-groups of
Ndebele people.

Secret code to the people.

Once a fingerpainted creation.



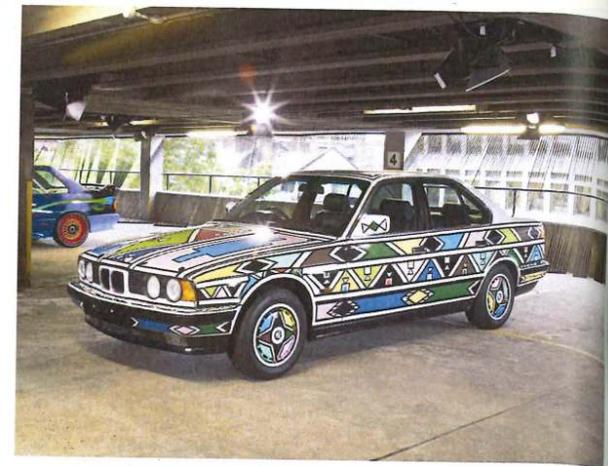
Mean:

Status or power, offer prayer, announce
marriage, current protest.

NDEBELE ART

LI: artist appreciation - Esther
Mahlangu

DR ESTHER MAHLANGU
(11 NOV 1935 - PRESENT)



- Rose to fame at 54 years old.
- Learned how to paint murals at age 10.
- Transitioned from walls to canvases - first person to do this.

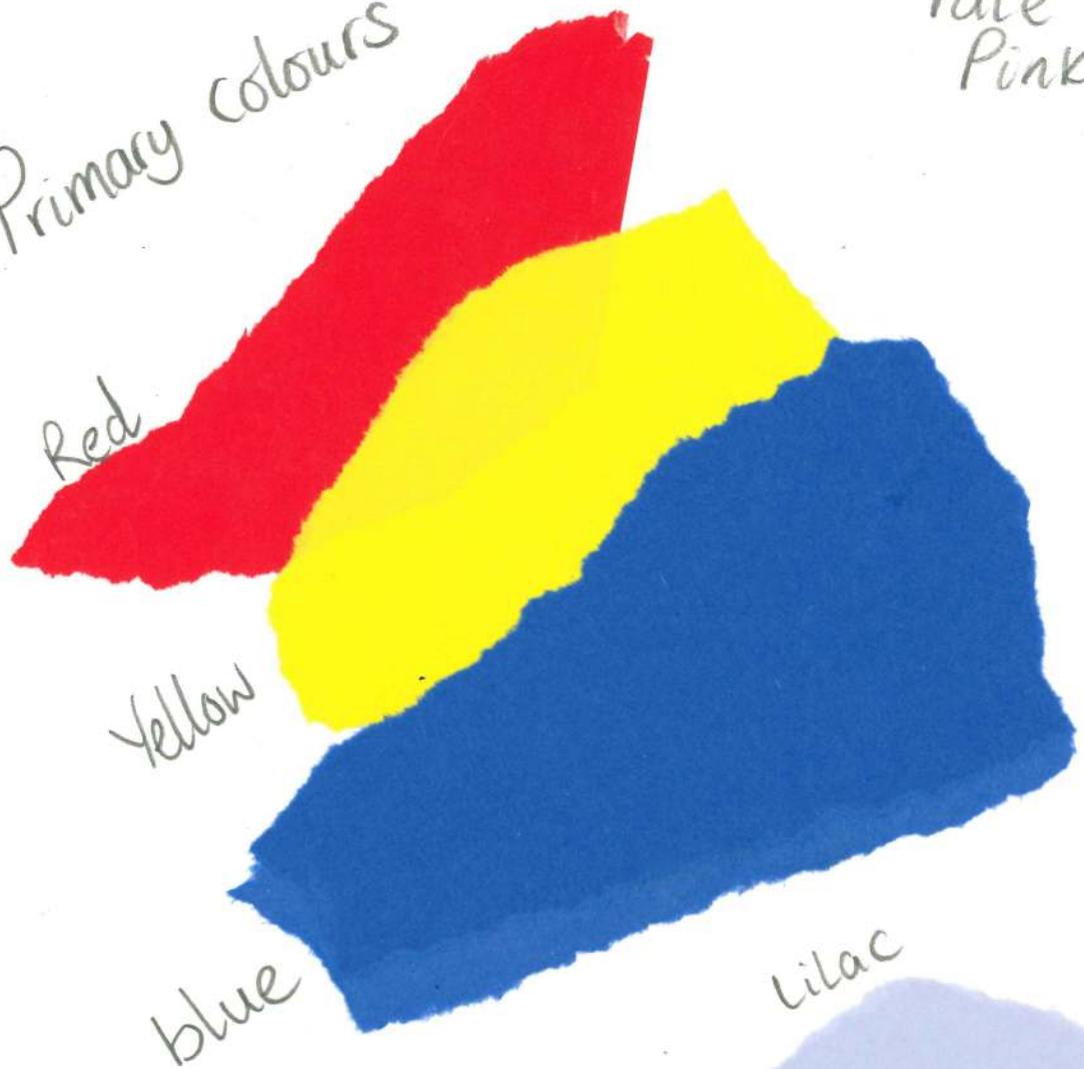


- Evolved into other objects such as war helmets, cars, motorbikes and mannequins.
- Started an art school in the backyard of her home, mentoring young artists in traditions of Ndebele design.



LI: Collage — create a colour palette

Primary colours



Red

Yellow

blue

Pale Pink



Orange



dark red



Sky blue



Pale blue



green



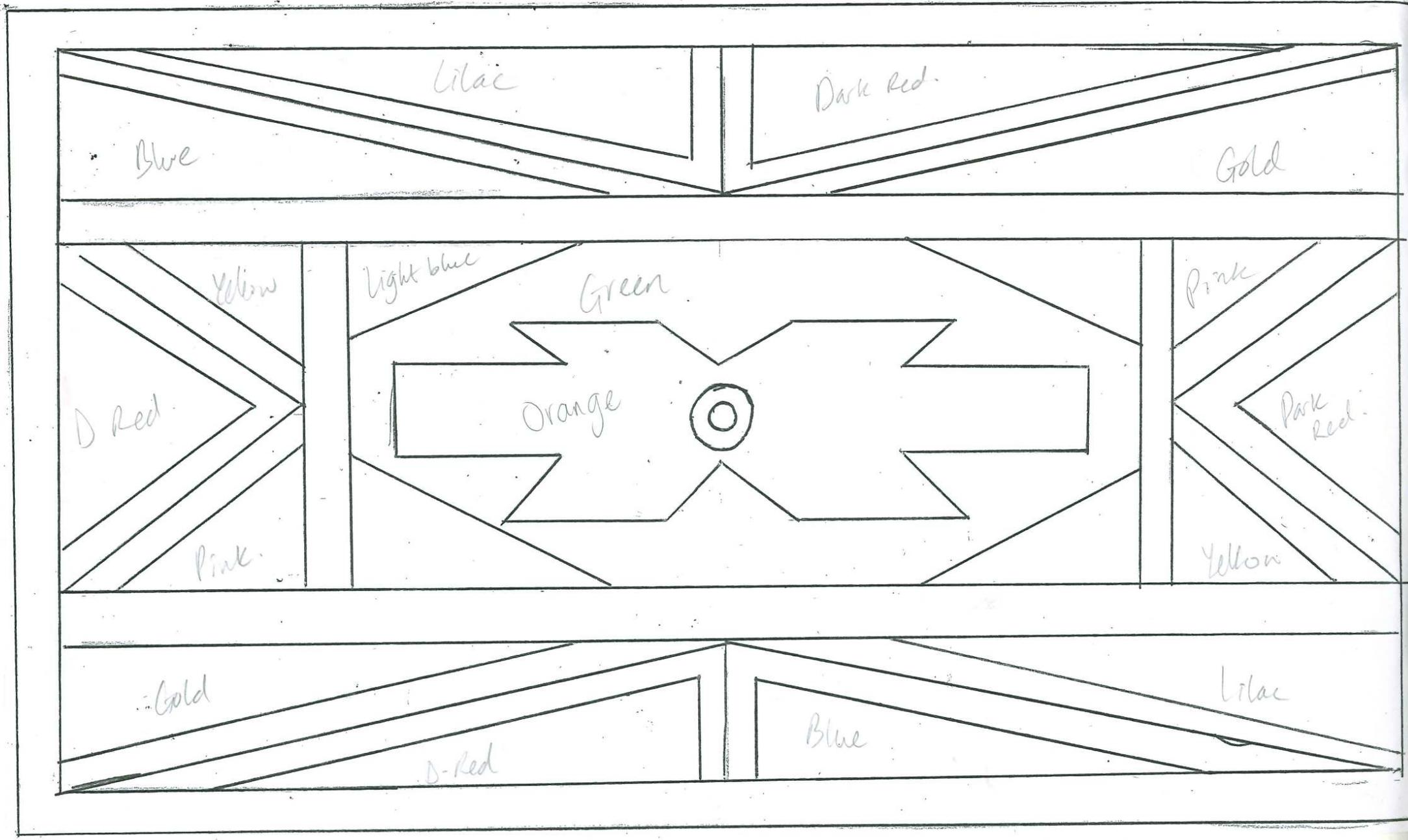
Lilac



Pale green



LI: design own Ndebele artwork



L.I: create own Ndebele artwork

