

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: LKS2 - Year 3

Parietal Art - Cave Art

Focus Visual Elements – Pattern, surface texture.

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Prior Learning (what pupils already know and can do)

Explored texture, drawing line, pattern, colour, shape. Colour mixing. Working with a limited colour palette. Impressed printing.

End Points (what pupils MUST know and remember)

Know that the term Parietal Art is art from prehistoric times found on the walls of caves.

Know that this art tells a story about how our ancestors lived and what animals lived at that point in history.

Know that they painted with earth paints, which were made from natural pigments found in the earth, limonite, hematite (reds, oranges, yellows and browns), greens from oceanic deposits, blues from manganese ore, charcoal, ground calcite or chalk mixed with vegetable juices, plant oils, tree sap, animal fat, bone marrow, blood or eggs.

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Know that the textured appearance of stone can be created on paper with oil pastel.
Know how to mix primary colours, red, blue and yellow powder paint to achieve earth tone brown and by adding white and black tones of colour can be made.
Know that an impressed image can be drawn in clay by carving with clay tools or a blunt pencil.
Know that colour can be added to clay using acrylic paint and a sponge to highlight the engraved patterns.
Know that clay forms in the earth and can be of various colours.
Know how to talk about and describe artists work by using the new art vocabulary in this unit of work.
Know that all artists use sketchbooks, which are used to collect ideas and practise skills.
Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

Key Vocabulary to be taught each session written in bold.

Session 1

Key vocabulary: Parietal Art, Cave Art, pre-historic, ancestors, archaeologist, rough, uneven, coarse, texture

Explain to the children that Parietal Art is art from pre-historic times found on the walls of caves. Discuss the historical significance and importance of cave art to us and the artists themselves. Reference the 32 signs our ancestors used repeatedly, which were discovered by archaeologist Genevieve von Petzinger.

Watch the short video, which takes a tour through the caves which hold the history of cave art.
<https://www.youtube.com/watch?v=ZjejoT1gFOc>

Add photocopy examples of cave paintings to a sketchbook page, in preparation for the next session.

Session 2

Key vocabulary: natural pigment, earth colours, limonite, hematite (reds, oranges, yellows and browns), greens from oceanic deposits, blues from manganese ore, charcoal, ground calcite, chalk

Use sketchbooks and drawing exercises to improve observational skills and recording accuracy. Practice of drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills. Use unfamiliar objects so children do not draw from memory.

Using pencils and oil pastels in earth colours, and working on the page in their sketchbook which was begun in session one, children add a variety of symbols, referencing the 32 signs our ancestors used.

On large sheets of paper, children work collaboratively to create a rough textured effect background, by using small pieces of oil pastels on their side, instead of drawing with the tip. Rubbings can also be created using a stippled surface, to create that rough, uneven surface texture.

Children to collect short twigs for next session to make paint brushes.

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Session 3

Key vocabulary: natural binders, vegetable juices, plant oils, tree sap, animal fat, pigments, one marrow, charcoal, positive and negative handprint, Sgraffito, scumbling, circling

Demonstrate how to blend colours and create shading techniques using oil pastels. Children practise blending skills, circling, scumbling and Sgraffito techniques.

<https://www.youtube.com/watch?v=jm6wo-8rJD0> – using oil pastels.

Revisit the facts and information introduced in session 1 and discuss where the natural pigment came from and how the paint was made and applied to cave walls.

Demonstrate how to make painting brushes and paint markers with twigs and feathers etc. to use in the next session. Use masking tape to attach feathers.

Extension activity - work independently in sketchbooks to create cave art using the secondary source images of Lascaux. Challenge the children to draw in a variety of sizes like the original cave art.

Session 4

Key vocabulary: natural binders, vegetable juices, plant oils, tree sap, animal fat, pigments, one marrow, charcoal, positive and negative handprint

Revisit facts and information relating to Parietal Art that was introduced in session 1. Access the links to video clips.

Explain to the children that they will paint like a cave person, using powder paint and brushes made from sticks and feathers. Children mix white, black and primary colours to create shades of earth pigments. On a prepared background, they will use this paint to make a positive handprint. Introduce the use and properties of charcoal and demonstrate how to draw and shade with this medium. Children then create a negative handprint in charcoal.

Continue extension activity - work independently in sketchbooks to create cave art using the secondary source images of Lascaux. Challenge to draw in a variety of sizes like the original cave art.

Aprons Needed

Session 5

Key vocabulary: air-dry clay, hunter figure, indent, impressed, print

Using ideas from their sketchbooks, children roll out an uneven piece of air-dried clay.

Option A – Children then fashion a ‘hunter or an animal’ figure from pipe cleaners and roll under the surface of the clay to create an indent impressed print.

Option B – Children draw their cave symbols into the clay lightly with a pencil, before making the impressions deeper with clay tools or a cotton wool bud.

Extension Activity – Work independently, using Lascaux cave art and sketchbook work as reference, children refine their shading technique by drawing one animal and shading/blending the earth tones to add colour. Children add a negative handprint to their work, using charcoal.

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Session 6

Key vocabulary: Sponging, acrylic paint, annotate, evaluate

Demonstrate how to age the clay work with sponges and minimal amount of acrylic paint in earth colours. Use a sponging technique, so the impressed design stands out next to the background. Finish sketchbook work.

Discuss, annotate and evaluate work within sketchbooks.

Annotate sketchbook entries with dates, media used, and skills practised.

Add simple comments about the skills learned.

Future learning this content supports:

Clay sculpture work. How historic art tells a story of the past (Greek vases)