

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: UKS2 - Year 5

Painting – Rainforests

John Dyer - (Born in 1968) Painter and Artist in residence - The Eden Project

Henri Rousseau 21.5.1844 -2.9.1910 French Post-Impressionist, Naive - Art

Beatriz Milhazes- (Born in 1960) Collage and Sculptural Artist - Modernism

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)

Printing, sketching, painting, colour, shape, lines, form, sculpture, 3D

End Points (what pupils MUST know and remember)

Know Henri Rousseau was a post-impressionist, self-taught artist, famous for his paintings of Jungle scenes of plants and animals, despite never having visited the tropical rainforests he painted.

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Know Beatriz Milhazes is a collage and sculptural artist (Modernism), who was born in Rio de Janeiro. She is well known for her vibrantly colourful collages, prints, paintings and installation artwork. She is inspired by the rhythms of Brazilian music and the tropical flora and fauna of Brazil's lush rain forests.

Know artist John Dyer is a contemporary British artist, Artist in Residence at The Eden Project and official artist for The Earth. His work supports conservation and promotes protection of The Rain Forest.

Know that artists respond to the same stimulus such as conservation in different ways to make their art.

Know the terms foreground, midground and background mean at the front, in the middle and at the back.

Know that wax-resist is an art technique where oil pastel resists ink washes to create an effect.

Know that, to be influenced or inspired by an artist, something from the artist's unique style, such as shapes, subject or colour palette is used in pupils' own work.

Know how to talk about and describe artist's work by using the new art vocabulary in this unit of work.

Know that all artists use sketchbooks and that these are to be used to collect ideas and to practise skills.

Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

Key Vocabulary

Key vocabulary to teach in each session; written in bold at the beginning of each session. To be revisited in following sessions.

Session 1

Key vocabulary: Henri Rousseau, John Dyer, Beatriz Milhazes, mood board, layering, foreground, midground, background, abstract, realistic

How do artists capture the rainforest? Compare and discuss the styles of Henri Rousseau and John Dyer. Discuss structure and layering of art works using foreground, mid-ground and background. Stick images in sketchbooks and annotate to show colours, form and the use of realistic or abstract features.

Henri Rousseau

He was a post-impressionist, self-taught artist, famous for his paintings of Jungle scenes of plants and animals, despite never having visited the tropical rainforests he painted.

<https://artistinschool.com/henri-rousseau/>

John Dyer

John Dyer is a contemporary British artist, Artist in Residence at The Eden Project and official artist for The Earth. His work supports conservation and promotes protection of The Rain Forest.

[John Dyer | Retrospective Art Exhibition | John Dyer Gallery](#)

[Rainforest Art | Amazon Indian Art | John Dyer | Nixiwaka Yawanawá - John Dyer Gallery](#)

Beatriz Milhazes

She was born in Rio de Janeiro and is well known for her vibrantly colourful collages, prints, paintings and installation artwork. She is inspired by the rhythms of Brazilian music and the tropical flora and fauna of Brazil's lush rain forests. Her studio in Rio de Janeiro sits next to the city's botanical garden, and its influence on her practice is clear.

https://youtu.be/k_RIGc-67GE

<https://youtu.be/yegVrYs5ACQ>

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Session 2

Key Vocabulary: Invent, oil pastels, background wash, drawing inks, tropical colour palette, blending, foliage, wax resist, Brusho ink

Use warm-up drawing exercises E & F (SEE OVERVIEW) to add to repertoire of skills to use and practise in sketchbooks to improve observational skills and recording accuracy. **Use unfamiliar objects so children do not draw from memory.**

Children create a sketchbook page (mood board) not a picture of the work of **John Dyer**. Draw tropical shaped leaves and flowers and vegetation in different scales. Encourage children to be creative and to invent, not copy, using the artist's examples as inspiration.

Children to select a tropical colour palette. Demonstrate how to blend oil pastels, so that children can add colour to their sketches.

Working on A3 cartridge paper, create a background wash of drawing inks in 2 or 3 colours that mix/blend well. Apply ink liberally with large wash brushes, ensuring it is not too dry and leaving a stripy effect.

On A4 cartridge paper and using their sketchbook work as reference, children draw tropical shaped flowers, foliage and trees, for use in the foreground. Discuss up-scaling some of the flowers and foliage, as they need to appear larger in the foreground of the artwork. Use the wax-resist technique, oil pastels from the colour palette and Brusho inks, add colour to the flower drawings. Flowers can be outlined using permanent markers.

NOTE - Permanent markers can bleed through the page, so test first if using in a sketchbook. Biro pen can create a substitute effect.

These images will be cut out and collaged onto the A3 artwork in a later session.

Session 3

Key vocabulary: layers, background, midground, foreground, foliage, collage

Working on the details in the midground and background, paint directly onto the background wash with thin brushes and ready-mixed or acrylic paint to create layers of rainforest foliage. These do not have to be drawn first, as random style works better. Encourage children to be confident and go with the outcome. Larger images can be painted in the foreground to add to the layered effect.

Cut out the individual leaves and tropical flowers from the last session and collage on to the artwork, if dry enough, to achieve a layered effect.

Session 4

Key vocabulary: Beatrix Milhazes, continuous line, symmetrical, vibrant colour palette, collage, hanging

Remind the children of the style of work created by Beatrix Milhazes.

Using circular-shaped cartridge paper, children draw a tropical flower design, with elements of symmetry, inspired by Milhazes' work. Complete the work using a vibrant palette of oil pastels, focusing on blending taught in an earlier session. Work will be displayed together as a hanging or

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a collaborative collage on a display board. Children complete sketchbook preparation work at relevant points to support the creative process.

Session 5

Key vocabulary: wire sculpture, continuous line

If time allows, children to work on creating a simple wire-sculpture in the style of Beatrix Milhazes.

Demonstrate the basic bending and joining techniques when using wire. **Ensure children are aware of the safety measures needed when using wire and wire cutters.**

Children to create wire leaves and flower shapes, using sketchbook preparation work, to support the creative process.

Annotate sketchbooks with names of the featured artists, media used and the skills practised/learned.

Annotate sketchbooks with comments on the development of personal schema, points for development, likes & dislikes. Can children talk confidently, using the language of art and design about their work?

Do children know the names and art movements or genres of the featured artists and why their work makes them famous?

Future learning this content supports:

Understanding of painting techniques and skills for future projects. Line, colour.