

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: UKS2 - Year 6

Still Life Drawing

Skulls/Bones/Taxidermy

Georgia O'Keefe - 15.11.1887-6.3.1986 (Modernism)

Leonardo Da Vinci - 15.4.1452-2.5.1519 (Renaissance)

Alexander Mc Queen - 17.3.69-11.2.2010 (Contemporary Fashion Designer)

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)

Different types of lines, creating shadows, pencil techniques including linear, scumbling, side stroke and feathering

End Points (what pupils MUST know and remember)

Know Still Life compositions are a collection of objects that do not move or are dead. Still life includes all kinds of human-made or natural objects, cut flowers, fruit, vegetables, fish, animals or birds.

Know Georgia O'Keefe was a Modernist artist who is famous for creating large scale art of skulls, landscapes and flowers.

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Know Leonardo Da Vinci was a world-famous Renaissance artist, inventor, painter and scientist. He is famous for his highly accurate drawings of the human anatomy and paintings including 'The Mona Lisa' and 'The Last Supper'.

Know that skulls have been included in many famous artists' works, Picasso, Cezanne, O'Keeffe, Alexander McQueen and Damian Hurst.

Know the festival of Día de Los Muertos (The Day of The Dead) celebrates the life of people who have died. In Mexico and throughout Latin America, the deceased are honoured in a special celebration.

Know the celebrations are just like a carnival and artworks in the shape of skulls are made.

Know that in Museum Exhibits, Taxidermy is the art of preserving an animal's body via mounting (over an armature) or stuffing, for the purpose of display or study. Museums often have collections of creatures preserved in this way.

Know that observational drawings are drawings of objects that are present in front of the artist (primary source)

Know a study of an object is a series of drawings and part drawings of the object, taken from different angles.

Know that the visual element line is used to describe or make a drawing, which is a collection of lines of different length, width, intensity, depth and shapes.

Know that the material in a drawing pencil is called graphite and that drawing pencils come in different grades, from 2H to 6B that make different marks and that H stands for hard and B stands for black.

Know that to create form, techniques such as scumbling, side-stroke, feathering and cross-hatching can be used and that the use of different pressure can affect the depth of shade/colour.

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

Session 1

Key Vocabulary: Still Life, composition, skulls, cultural rituals, mood board, Leonardo Da Vinci, Georgia O'Keeffe

Learn that 'still life' compositions are a collection of objects that do not move or are dead. Still life includes all kinds of human-made or natural objects, such as cut flowers, fruit, vegetables, fish, animals or birds.

Famous artists through history including: Cezanne, Klimt, Picasso, Warhol, O'Keeffe, Damien Hirst and Jean Paul Basquiat, have included images of skulls and bones in their still life artwork. Alexander McQueen was a designer, who used skulls in his fashion designed fabrics.

Cultural rituals celebrate the life of people who have died. In Mexico and throughout Latin America, the deceased are honoured in a special celebration. The festival of Día de Los Muertos (The Day of The Dead) celebrates the life of people who have died. Celebrations are just like a carnival and artworks in the shape of skulls are made.

[Day of the Dead 2020: The Traditions Behind Día de Los Muertos - YouTube](#)

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Compare and analyse the work of Leonardo Da Vinci and Georgia O'Keeffe.

Georgia O'Keeffe

She was a Modernist artist who is famous for creating large scale art depicting skulls, landscapes and flowers. Georgia O'Keeffe was fascinated with animal skulls. During the summer of 1930, a drought in New Mexico devastated the Southwest, and many animal skeletons could be found in the desert. O'Keeffe collected a cow's skull and was captivated by the stark elegance of the bones. She shipped some of these skulls back to New York, so she could paint them the following year. She noted, "To me they are as beautiful as anything I know"

Georgia O'Keeffe talking about her life and work - YouTube

American Beauty: Georgia O'Keeffe's 'Horse's skull with pink rose' - YouTube

Leonardo Da Vinci

He was a world-famous Renaissance artist, inventor, painter and scientist. He is famous for his highly accurate drawings of the human anatomy and paintings including 'The Mona Lisa' and 'The Last Supper'.

Leonardo da Vinci for Children: Biography for Kids - FreeSchool - YouTube

In sketchbooks, start work on a mood board page for each artist, adding photocopies of the artist's work, annotating with notes on the artist's style.

Session 2

Key Vocabulary: Mood board, annotate, Georgia O'Keeffe, Leonardo Da Vinci, form, tone, graded pencils, graphite sticks, chalk pastels, watercolour paint

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. The objects used should be any unfamiliar objects, so children do not draw from memory.

Revisit pencil shading/texture techniques learned in LKS2 to capture texture and form. Practise shading techniques to capture form. Look for the shadows and where the pencil needs to be a darker shade. There are lots of ways to add darker patches: scumbling; side-stroke; feathering; cross-hatching.

In sketchbooks, and working on the mood board page for Da Vinci, children draw and paint detailed drawings of feathers, using graded pencils, graphite sticks, chalks, watercolour paints and thin brushes.

On the mood board page for O'Keeffe, children draw detailed drawings of skulls, using graded pencils, graphite sticks, charcoal and chalk pastels.

Session 3

Key Vocabulary: Georgia O'Keeffe, Leonardo Da Vinci, form, tone, graded pencils, graphite sticks, chalk pastels, watercolour paint

Taking inspiration from the work of O'Keeffe and her fascination with skulls, children complete an observational drawing of a sheep's skull, using primary and/or secondary sources. Draw with graphite sticks and charcoal, adding colour using chalk pastels to capture the form and tone. Choose a pastel shade for the background. Finally add another still life object, such as a flower head or small piece of fruit, using watercolours to add colour.

Children to photograph their work to add to their sketchbook mood board page.

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Session 4

Key Vocabulary: Museum exhibits, Taxidermy, a study of an object, texture, form

Revisit Leonardo Da Vinci sketchbook examples from the previous sessions.

Using museum exhibits of small mammals, reptiles, insects or birds and observational drawing skills, complete a still life study of the objects. Include a variation of scale, close-up and enlarged sections (ex-feathers or an animal's eye or beak). The drawings do not need to be complete.

Session 5

Key Vocabulary: Artist's influence, Día de Los Muertos, Sugar Skull, secondary source, visual starting point, annotate, evaluate

Mexican Cultural Ritual

Day of the Dead 2020: The Traditions Behind Día de Los Muertos - YouTube

Design a sugar skull using secondary sources, photocopies and examples of artist's work as inspiration. Children to choose preferred drawing media and visual starting point. Add pattern and symbolism to their designs. Permanent markers would work well as a starting point.

Children to complete the annotations in their sketchbooks, with information relating to the featured artists, the media use and how the artist's style influenced them.

Can the children talk about what new skills they have learned? Do they have a favourite artist?
Can they talk about how they used the artist's work to influence their own?

Children to annotate sketchbooks with comments on the development of their personal schema, points for development and their likes & dislikes.

Future learning this content supports:

Future development of art skills and drawing techniques. Knowledge of famous artist who inspire and influence.