

Topic	Leftover Art	Key Subject focus	Art and design	Phase	1&2	Cycle no.	2
						Term	Summer 2
Previous learning: EYFS –Mythical and Magical				Future learning: Year 3&4 –London through artists eyes			
National Curriculum objectives				School KPi's			
Art & Design	<ul style="list-style-type: none"> To use a range of materials to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art & design techniques using colour, pattern, texture, line, shape, form and space. 			<ul style="list-style-type: none"> To appreciate, investigate and describe the work of significant artists and be able to express an opinion To understand that we all create waste and the need for it to be disposed of responsibly. To know that some waste materials can be recycled or re-used. To understand that disposing of waste inappropriately has impact on us all. 			
Geography	<ul style="list-style-type: none"> To use simple fieldwork to explore the human impact on contrasting localities –the local area and a costal/ secondary environment 						
<p>Statement of intent: This unit starts with a focus on painting and drawing of beaches and beach scenes (Degas, Monet) with children creating their own –developing painting techniques (1st half). It moves then to a recycling art project based on the seaside, using re-useable materials collected at the seaside, with children developing key collaging, sculpting and other skills. During this topic pupils will learn:</p> <ul style="list-style-type: none"> About the impact and consequences of waste on the environment (understanding why littering our local environment is bad for plants, humans and animals) That some waste can be re-used or recycled and become productive. To explore their experiences from a recent seaside visit developing their ideas and imagination artistically with re-useable environmental resources. To develop a sustained piece of artwork that exploits their experiences and develops their artistic skills –developing a seaside interpretation in their classroom. 							
Activities:							
Learning intentions:				Tasks:			
<p><u>Week 1</u> To appreciate, investigate and describe the work of significant artists and be able to express an opinion</p>				<ul style="list-style-type: none"> Using Degas –Beach Scene (National Gallery Website), Monet –Beach at Pourville, Beach at Trouville, Pointe De Lailly (there are quite a few others which are suitable too) Discuss with the children what they can see in the pictures, what people are doing, what they are wearing –the style of clothes, what the scene is like, why did the artist choose to paint this scene, what is in the foreground / background, how long ago the pictures were made. Encourage children to express any preferences for the pictures and explain why. 			

	<ul style="list-style-type: none"> • Talk to the children about the style of the artwork, medium used, techniques • Using a coloured copy of one picture –adult to give several questions / prompts to encourage children in groups to examine the picture in greater depth
<p><u>Week 2</u> To develop a wide range of art & design techniques using colour</p>	<ul style="list-style-type: none"> • Revisit pictures from last week –adult to choose a good example (e.g. Boats on the beach at Pourville) as a discussion piece to encourage children to look carefully at how the artist portrays sea, sky and beach. • Look closely at what colours are used -pupils to understand that there are shades of colour and that colours mix and merge to show detail. • Teacher to show how to select the correct brush, how to hold brush, how to make the brush strokes • Teacher to demonstrate how to mix colours e.g to show the sky has different shades of blue and grey • pupils to practise colour palettes for sky, sea and beach. • Teacher to show and discuss the basic composition of a beach scene picture. - also foreground and background
<p><u>Week 3</u> To use painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art & design techniques using colour, shape, form and space.</p>	<ul style="list-style-type: none"> • Pupils will paint their own beach scene picture following direct instructions from the teacher. • Teacher to demonstrate how to section up a landscape of sea, sky and beach <ul style="list-style-type: none"> - Pupils to be directly shown and copy how to section up paper for their painting • Teacher to demonstrate how to use colour washing technique to show sea, sky and sand referring back to last weeks work. <ul style="list-style-type: none"> - Pupils to decide and paint items for foreground of picture
<p><u>Week 4</u> To understand that we all create waste and the need for it to be disposed of responsibly.</p> <p>To know that some waste materials can be recycled or re-used.</p> <p>To understand that disposing of waste inappropriately has impact on us all.</p>	<p>(In the previous 2 weeks –ask children to bring in items –must be safe, and you must clean them before use –if it is suitable, could do park walk to pick up items)</p> <ul style="list-style-type: none"> • Show pictures on an environment, then show a similar environment but with littering etc –What are the objects? Where are they from? What will happen? <ul style="list-style-type: none"> -What can we do with the rubbish? Introduce the idea that many items can be recycled –what the term recycled means –what could we do with these ‘rubbish’ items? <ul style="list-style-type: none"> -could refer back to junk modeling activities investigated in Foundation stage –could have photographs -could use pictures from internet, also many programmes which show artists making sculptures, also BBC –Blue Peter, Barney’s litter challenge. • In groups, use the litter collected / given to make a picture (also there may be some items that pupils decide can’t be recycled for this purpose)

<p><u>Week 5&6</u></p> <p>To use a range of materials to design and make products.</p> <p>To use drawing, painting, collage and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>This could be group, paired or individual activity.</p> <ul style="list-style-type: none"> Using artists beach pictures from previous weeks pupils begin to consider how they could use a range of 'rubbish' material to create a picture therefore recycling the rubbish <ul style="list-style-type: none"> -consider which materials would be suitable for particular features e.g. -plastic bag for an umbrella, bin bag for a dress, foil for the boat, variety of bottles tops for the sea. -pupils create a beach scene composition using multiple recycled materials to capture the colour palette of the sea, beach and sky.
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<p>Key vocabulary:</p> <p>-foreground, background, mix, colour, colour palette, light, dark, shade, thick, thin, colour wash, brush strokes</p> <p>-recycle, environment, waste, rubbish, re-use</p>	<p>Cross curricular links</p> <p>-geography –recycling, effect on the environment</p>
<p>Resources: (already in school)</p> <p>-copies of artists pictures, collage materials, paint brushes, poster-paint,</p>	<p>Resources: (may need)</p> <p>'Safe –rubbish'</p>