

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design Year: KS1 - Year 1

### Drawing - Natural Form

From observation, imagination & memory.

**Ernst Haeckel** (Illustrator) 16 February 1834 - 9 August 1919

**Karl Blossfeldt** (Photographer) 13 June 1865 - 9 December 1932

**Kate Malone** (Potter) Born - 29 January 1959

**William Morris** (Textile Designer/Artist) 24 March 1834 - 3 October 1896

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.

### Subject content - Key stage 1

Pupils should be taught:

- to use a range of materials creatively 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 and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

### Prior Learning (what pupils already know and can do)

Use of a variety of drawing tools. Creating closed shapes and continuous lines to draw objects. Completing observational drawings of natural form. Expressing likes and dislikes about artwork.

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### End Points (what pupils **MUST** know and remember)

Know, artist Ernst Haeckel was a German biologist and an artist who discovered, described and named thousands of new species. Before photography, his detailed drawings captured what a microscope revealed.

Know, artist Karl Blossfeldt was a German artist, sculptor and photographer best known for his close-up photographs of plants and living things.

Know, William Morris, was an English artist, architect, furniture and fabric designer, writer and maker of stained-glass windows for churches and that he was famous for his textile designs and that his ideas for his patterns came from nature.

Know a drawing is a collection of lines of different length, width, intensity, depth & shape.

Know that drawing pencils, come in different grades, 2H - 6B, that make different marks and that the material is called graphite (Lyra).

Know an observational drawing is a drawing from something real that you can see, called a primary source object.

Know that a secondary source object is a photocopy of the real thing.

Know drawing from memory is drawing from what you remember an object looks like.

Know drawing from imagination is a made-up drawing.

### Key Vocabulary - see each session

#### **Session 1**

**Key Vocabulary:** Ernst Haeckel, illustrator, Karl Blossfeldt, photographer, Kate Malone, sculptor, William Morris, textile artist, natural form

In this session, the children will be introduced to the work of several artists, who use natural form as inspiration for their work. These artists include:

**Ernst Haeckel** (Illustrator) 16 February 1834 - 9 August 1919

A German biologist and artist who discovered, described and named thousands of new species. Before photography, illustrators were relied upon to complete meticulously detailed drawings to capture what a microscope revealed.

**Karl Blossfeldt** (Photographer) 13 June 1865 - 9 December 1932

A German artist, sculptor and photographer best known for his close-up photographs of plants and living things. He developed his work to inspire his art students and was fascinated by how plants grew and changed.

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**Kate Malone** (Potter) Born 29 January 1959

Kate Olivia Malone MBE, is a British potter, ceramic artist and one of the judges on BBC2's The Great Pottery Throw Down. She is known for her large sculptural vessels and rich, bright glazes. She is inspired by the organic shapes, textures and colours of natural forms such as fruits and vegetables.

**William Morris** (Textile Artist) 1834 -1896.

William Morris was an artist, architect, furniture and fabric designer, writer and maker of stained-glass windows for churches, but is best known for his textile designs. He loved to paint flowers and leaves and the ideas for his patterns and prints came from nature.

Children to add examples of artists work into their sketchbooks and to annotate with various information such as dates, names, types of media used.

### Session 2

**Key Vocabulary:** Natural form, wavy, broken, zigzag, solid, continuous, overlapping, surface texture, uneven, rough, coarse, observational drawing, graphite stick (Lyra), graded pencil 2H, 2B, 4B, secondary & primary source, scale up, drawing inks, transparent, diluted/watery

#### Introduce the use of sketchbooks.

In sketchbooks, complete warm-up observational drawing exercises, A & B at the start of each session to improve observational skills and recording accuracy.

Children complete a mark making activity with graphite sticks/graded pencils 2H, 2B & 4B. Children will learn the difference between grades of pencils (H - hard; B - black) and will learn to make lines - wide, narrow, wavy, straight, broken etc.

Children to use pens, graded pencils or graphite sticks to complete an observational drawing of natural form objects. Use objects of natural form that are unfamiliar, so children do not draw from memory.

#### Challenge children to create scaled-up drawings.

Children to complete a sketchbook page design, using a secondary source of a William Morris print. Children to draw flowers and leaves in a variety of sizes - challenge children to scale-up their drawings. Once sketching is complete, the children need to add colour with drawing inks and thin brushes (size 6). Demonstrate how to test out the colours of inks as spots on the edge of the sketchbook page.

### Session 3

**Key Vocabulary:** Wildflower meadow, habitats, hedgerow, background, foreground, midground, Brusho inks, portrait & landscape position, colour wash.

Introduce the children to the end goal design of 'a wildflower meadow' painting. Link this to the environmental needs to cultivate natural habitats for insects especially bees. Discuss with the children the terms 'background, midground and foreground' and how these relate to landscape paintings.

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In sketchbooks, ask the children to draw wildflowers from secondary sources (photocopies) Label the sketches. Using A3 cartridge paper, prepare the background for a 'spring flower meadow' using a mixture of Brusho inks and large wash brushes. Portrait position of paper seems to work best.

### Session 4

**Key Vocabulary:** Silhouettes, wildflowers, environment, permanent black pens, print, ready mix.

Using wildflowers and foliage collected from the outside environment (primary sources) add drawings to the inked background. Use permanent black pens to create simple silhouettes on the background wash. Using a mixture of green and black ready-mixed paint, print grasses in the foreground and midground, considering sizes - largest in the foreground and smallest prints in the midground.

### Session 5:

**Key Vocabulary:** Collage materials, tissue, sand, gravel, texture

Children to create a range of scaled collaged wildflowers, using tissue paper, coloured sand and gravel and other collage materials. Children to add the larger flowers to the foreground, and the smaller flowers to the midground.

Children to annotate their sketchbooks to show the media and techniques used and to show what they have learned and enjoyed during this topic.

Future learning this content supports: development of printing, collage and drawing skills.