

## Art and Design.

### Matchstick men and matchstick cats and dogs.

In this scheme of work children explore how to convey movement in their work. They look at how the idea of movement is shown in different kinds of art, such as photography, illustrations, cartoons, paintings, prints, and experiment with different methods and techniques to show movement, eg. the work of L.S Lowry .

### Exploring and developing ideas.

#### Objectives-

Children should learn-

- to question and make thoughtful observations about starting points for their work.
- to select and record from first-hand observation and to explore ideas for different purposes.
- to compare methods and approaches used by others to show figures and forms in movement.

#### Activities-

- Rehearse body gesture and movement. Ask the children to imagine in 'slow motion' the act of falling, sprinting from a start line or a dance move. Discuss ideas and feelings about this.
- Put the children in pairs. Ask one of each pair to make a series of short poses that describe the sequence of an action and ask the other to record the poses as outline drawings in their sketchbooks. Then swap roles.
- Look at the work of different artists and photographers and identify a range of ways in which figures and forms in movement can be represented. Discuss the ways in which visual effects can be used to show movement. *What appears to be happening in the picture? How are media and line, tone, shape and colour used to express the idea of movement?*
- Ask the children to record techniques in their sketchbooks.

# Art and Design

## Outcomes-

- visualise and demonstrate a sequence of action
- make drawings to record figure shapes
- compare and comment on the ideas, methods and approaches of others. Record the ways in which visual effects can be used to show movement

## **N.B.**

- A video or digital camera can be used to record a series of images that tell a story about the action.
- Show PE and dance manuals that arrange and overlap drawings to represent movement.

## Investigating and making 1

### Objectives-

Children should learn:

- to use a variety of methods and techniques to show movement.

### Activities-

Ask the children to study the work of artists and to use drawing media to experiment with different techniques seen in the work, such as:

- overlapping lines and shapes
- blurring the edge of a distinct shape
- using flowing lines

Ask the children to annotate their ideas, noting the effects they achieve and how they might use them in their work.

### Outcomes-

Children:

- experiment with techniques and annotate their work
- adapt the working methods of artists and photographers for their own purposes.

## **Art and Design.**

### **N.B.**

- Show slides and/or large posters and photographs to help the children notice the features that will help them with their own work.
- Use small group and paired work to enable children to look closely at, analyse and compare other artists' and photographers' work. Provide questions and a structured and systematic approach to the comparison.
- To help the children manage their practical work, summarise the most useful key features of others' work.

### **Investigating and making 2**

#### **Objectives-**

Children should learn:

- to adapt their work according to their views and describe how they might develop it further.

#### **Activities-**

- Encourage the children to check their progress regularly with their peers and with you. Help them to make careful decisions about what they will keep and what they will improve and develop.

#### **Outcomes-**

Children:

- review, adapt and develop their work as it progresses.

### **N.B.**

Demonstrations can provide insights into the imaginative use of methods and visual qualities.

## **Investigating and making 3**

### **Objectives-**

Children should learn:

- to match materials and processes to ideas and intentions.

### **Activities-**

- Demonstrate the methods and techniques the children might use in developing their work. Ask them to experiment with:
- collage, *eg. using cut paper techniques, varying the qualities of the surface, overlapping shapes*
- montage, *eg. using photocopied images, overlapping shapes and working over the surface with other media*
- print making, *eg. making a relief surface using shapes of card and string glued to a firm surface, and then inking the card and pressing it onto paper*
- Ask the children to select ideas from their previous studies to make an image or series of images to represent figures and forms in movement. Ask them to select and use media to produce their final work.

### **Outcomes-**

Children:

- experiment with different methods and techniques
- select and match materials and processes in order to communicate their own ideas about figures and forms in movement.

## **Evaluating and developing work**

### **Objectives-**

Children should learn:

- to adapt their work according to their views and describe how they might develop it further.

### **Activities-**

- Discuss what is most and least effective about the work as it progresses. *What do the children think about the subject and its suitability? How well are the visual elements being used and composed? How well have they used the media and controlled materials and techniques?*
- Review studies children made in their sketchbooks and their piece(s) of work. *Which method and approach was used? Why was it chosen? Was it the most effective means of dealing with the subject? Did the use of visual qualities suit the purpose?*
- Ask the children to make considered changes to their work as needed.

### **Outcomes-**

- answer key questions to review the effectiveness of their own work
- compare their work with others' work as part of the process of evaluation
- adapt their work as needed.

**The finished pieces of work could be displayed with the 3D skylines and textile time line.**