

Art and Design.

Urban Landscapes – Mill town.

In this scheme of work children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing and photography. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting. They consider the ideas, methods and approaches of artists who have responded to landscapes in different ways.

Exploring and developing ideas.

Objectives -

Children should learn -

- to collect visual and other information to help them develop their ideas about the environment
- to explore ideas for different purposes.

Activities -

- Arrange a visit to a part of the local area of particular interest to the children.
- Before the visit, ask the children what they know about the area, its history and why it looks the way it does. Ask them to identify features of the natural and made environment, to say how they think the environment has been changed and shaped for different purposes, and to share their experiences of living in the area.

Outcomes -

- identify what they have seen in the environment and explain what they think and feel about the environment.
- Discuss work in connection with history.

Exploring and developing ideas 2.

Objectives -

Children should learn -

- to select and record from first-hand observation of the environment
- to compare ideas, methods and approaches in others' work
- about materials and processes and how these can be matched to ideas and intentions.

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Activities -

- On the visit, ask the children to use viewfinders to select views they think include interesting features, *eg. walls, waste spaces, waterways, details of buildings, such as decorative work, columns, windows, towers, doorways.*
- Ask the children to draw thumbnail sketches of these views in their sketchbooks, focusing on relative proportions, lines and shapes within the area selected. Encourage children to make notes on their sketches about interesting patterns, textures and colours, *eg. patterns of fields, textures made by weathering and decay, brickwork, the play of light on different surfaces.*
- In the classroom, show the children examples of the ways in which artists have responded to the urban environment. Ask the children to describe one work. *What can they see? What is the focus of the work? Why did the artist select that particular viewpoint? What was the purpose of the work? Who was it for? How has the artist used line, colour and pattern in the work?*
- Compare this work with work by different artists, *eg. L.S Lowry and Vallett.* Discuss methods or approaches used and how they relate to the ideas in the work, *eg. using a vigorously, thickly painted area to create the effect of a stormy sea.* Ask the children to record information about different methods and approaches in their sketchbooks, selecting parts of the works that interest them, *eg. an area showing interesting variations in colour.*

Outcomes-

- record a variety of features in landscapes and/or on buildings
- record aspects of the environment showing understanding of relative size, distance, shape and texture
- identify different ideas and approaches and say what they think and feel about them
- record details of the approaches of different artists to inform their own work.

N.B

- Show photographs from DVD-ROM to prepare children for what they will see.

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Investigating and making.

Objectives -

Children should learn -

- to reflect on their work in progress and adapt it according to their own ideas
- to use a variety of methods and approaches to communicate observations, ideas and feelings in a painting

Activities-

Discuss with the children how they might select one of their thumbnail sketches to make a composition for a painting or how they could combine ideas from their first-hand observation to create their own view.

- Ask them to draw their composition onto a large piece of paper or card. If they are enlarging one of their sketches they could use a grid system to do this; if they are combining views, they could do it 'by eye'.
- Encourage the children to refer to their sketchbook drawings and details as a resource as they develop the composition. Talk about the use of perspective. Explain, by referring to artists' work or through demonstrations, how to:
 - make objects that are further away from the viewer smaller, to give the idea that they have receded into the distance
 - make parallel lines appear to converge as they get further away from the viewer
 - make objects paler and bluer as they recede (aerial perspective)
 - arrange everything in the composition on the same plane (vertical perspective)
- Ask the children to select the approach to perspective that best suits their own ideas about their painting of the environment.
- Encourage the children to:
 - paint in the large areas of the composition first
 - work from lighter colours to darker colours
 - use a limited colour palette, *eg. red, yellow, black and white, or blue, yellow, black and white*

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- *concentrate on one or two visual elements, eg. colour and pattern or pattern and texture*
- refer to the works of artists and their use of the methods and techniques, *eg. how colour, pattern, texture and paint are used.*

Outcomes -

- develop one or more of their sketches to make a large composition that records their ideas about the environment
- select and use an approach, methods and techniques
- create a large painting based on their observations and experiences of the environment

N.B

- Children can continue to record and annotate details in their sketchbooks throughout the unit.
- Perspective is the way in which artists manipulate a flat surface to bring the viewer into the space.
- Encourage the children to work from a limited palette of colours, mixing these together and using black and white to lighten and darken the colour.
- Support the children by referring to photographs and other information. Ask the children to identify pattern, decoration and detail, *eg. shapes, patterns and textures on buildings in brick, ceramic, wood*, and to consider how they might use this information in their work.

Evaluating and developing work.

Objectives-

Children should learn -

- to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- to describe how they might develop their work further.

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Activities -

- Ask the children to talk about their work using the vocabulary they have learned. *What ideas have been incorporated into their work? Why have they selected a particular method or approach? How does it match their ideas? How have they used information collected from their visit together with their study of the work of other artists to inform their work? How well have they communicated their ideas about the environment in their work?*
- Ask the children to say how they would adapt their work in ways that would improve it.

Outcomes -

Children -

- compare and comment on their ideas, methods and approaches and how these relate to the purpose of the work
- adapt and improve their work to realise their intentions.

N.B

- Children could photograph their work and create a virtual art gallery on the school's website.
- An exhibition of the children's work could include their sketchbooks, the artists they have studied, their final outcomes and the references to the local area as well as the 3D skyline and Mill town work. Children invite other children, staff, parents and members of the community to view the exhibition.