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| **Unit of study:** We’re Going on a Leaf Hunt – Caravaggio and Pecis (Artist) | | | | |
| **Cross Curricular Links:** Science (Seasonal Change) | | | **Art Elements:**  Line, shape, texture, form, space, colour and value | |
| **Why Wings:** We will show our final pieces in a small after-school, in-class gallery. | | | **Art Form:**  Drawing, Painting, Digital media | |
| **National Curriculum Links:**   * 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. * Produce creative work, exploring their ideas and recording their experiences | | | | |
| Learning Objective | Progression of Skills Content | Learning Outcome | | Key Knowledge/Skills |
| Can I look at the work of Caravaggio and Pecis, make observations and discuss my likes and dislikes?  Can I make comparisons between their work and technique to other artists I have learnt about? | Can I discuss and make written comments using F, OB, TH and CS?  Can I begin to develop an awareness of different art movements through exposure to different artists?  Can I begin to link to other artists’ works commenting on similarities and differences?  Can I use technical language to describe the art (shaded, light/dark, smudge, collage)? | **Lesson 1:**  Can I Listen to the biography of Caravaggio and Pecis?  Can I discuss, analyse and make comments about Caravaggio and Pecis’ work?  Can I identify what I like and dislike about their work?  Can I recite other artists whose work is similar to Caravaggio and Pecis that I have learnt about in previous art lessons?  Can I identify techniques they have used in their work using technical language to describe what I see?  Can I use a stimulus to inspire my art work? | | **Observational skills** – Children will learn to observe and pay attention to details in the artwork. They will identify colours, shapes, lines, textures, and other elements that make up a piece of art.  **Critical thinking skills** - They will learn to evaluate and compare different pieces of art and express their opinions and preferences.  **Develop art history and cultural awareness**- Through studying the artist's work, children will learn about the artistic movement Caravaggio and Pecis follow. They will learn about the impact of their art on society. |
| Can I make quick sketches using a variety of drawing tools? | Can I extend the variety of drawing tools beyond ink and charcoal?  Can I explore different ways to create texture/tone, such as cross-hatching, stippling, and circulism?  Can I make quick sketches to record my initial ideas? | **Lesson 2:**  Can I identify the patterns and texture on leaves and twigs and create quick sketches?  Can I decide which drawing tools would work best for different patterns and textures? | | **Creativity and imagination** – Children will have the opportunity to make decisions about what they want to cover and how they will do it.  **Fine motor skills-** The physical dexterity to manipulate art materials and create smooth circular shapes of different sizes. |
| Can I create a wash? | Can I mix primary colours to create secondary colours?  Can I hold a paintbrush using PD and apply colour with a range of tools, and discuss the different effects that using different tools has on the outcome? | **Lesson 3:**  Can I identify autumnal colours using the stimulus for inspiration?  Can I mix colours and apply an appropriate amount of water to create a background wash? | | **Creativity and imagination** – Children will have the opportunity to make decisions about what they want to cover and how they will do it.  **Fine motor skills**- The physical dexterity to manipulate art materials and create smooth circular shapes of different sizes. |
| Can I create a still life drawing? | Can I extend the variety of drawing tools beyond ink and charcoal?  Can I explore different ways to create texture/tone, such as cross-hatching, stippling, and circulism?  Can I develop a basic knowledge of proportion and composition to aid my observation and drawing of landscapes and anatomy, such as faces and limbs? | **Lesson 4:**  Can I collect found objects to create a still life arrangement?  Can I experiment with my arrangement and select my favourite image?  Can I create a still-life drawing focusing on tone, texture, and shading?  Can I use the skills taught to show some elements of objects being 3D rather than 2D? | | **Creativity and imagination** – Children will have the opportunity to make decisions about what they want to cover and how they will do it.  **Fine motor skills**- The physical dexterity to manipulate art materials and create smooth circular shapes of different sizes. |
| Can I evaluate my work and the work of others? | Can I use technical language to describe the art (shaded, light/dark, smudge, collage)? | **Lesson 5:**  Can I evaluate my work using technical language, describe likes and dislikes and identify strengths and weaknesses?  Can I evaluate the work of my peers and give them feedback? | | **Self-reflection -** Children will evaluate their own artwork, looking for strengths and weaknesses. They will identify what went well and what they would do to improve if they were to do it again. |