

So what are we learning about in art this unit?



Main focus – 3D – Modelling and sculpture.

Ancient Greeks were famous for their Greek sculptures and pottery.

We know this because of the legacy of their sculptures and art history.

They were fascinated by the representation of the body and body aesthetics and ideals – sound familiar?!? Today we are also very body aware and people have a lot to say about that!

We can link to contemporary poses, body consciousness and modern advertising to the Greeks e.g. Nike sports poses and poses in photography shots.

Work on representation of sports people and warriors on Greek pottery / compare to contemporary representations of sports people in photographs or people in warzones (warriors link). Collage? Research images and sketchbook work.

- Drawing / Pen + Ink (pattern)
- Collage and 3D elements (relief)
- 3D form - pottery
- Observation
- Sketchbook work
- Sculpture – Clay and mouldable materials

By the end of the topic I will be able to:

- **Organise tone and colour to represent figures and forms in movement. (painting/drawing)**
- **Successfully use shading to create mood and feeling. (painting/drawing)**
- **Use 3D clay and other mouldable materials to recreate Greek inspired pottery and sculptures – bodies/poses/elements of body PLUS pots and friezes (Greek tableaux)**
- Look at, and talk about, shape and pattern within the ancient Greek culture (pottery, mosaics, freizes). Recognise different functions of drawing and what the purpose of drawing in ancient Greek times.
- Make a relief collage – ancient Greek temple with art straws and a wash background for the sun setting in Athens. *
- Greek coloumnns with white chalk+paint – black background – focus: line/pattern/tone
- Make an ancient Greek inspired plate with similar patterns and lines (ink pen)
- Look at, and talk about, drawings from other periods and cultures (Ancient Greece)
- Complete careful 'Take Care' sketchbook work including observational drawing.
- Record quality 'Take Care' collage work in scrapbook style with comments and small post it notes, references, links and comparisons.
- Carry out key skills in 3D mouldable materials – chiefly clay work.
- Record print outs – discuss/make comments and add to sketchbooks.
- Make Greek style pottery/vases and mosaics/friezes/tableaux– key skill of making pots (coil,thumb,sculpting – progress through the different ways of making pots/tubes/vases in mouldable materials)
- Create drawings and sketches based on Ancient Greek themes.



What should I already know or be able to do?

I can begin to show body language in my sketches.

I can organise line and shape to represent figures and forms in movement.

I can create all the colours I need.

I can successfully use colour to create feeling.

I can use my sketch book to adapt and improve my original ideas.

I can experiment with some different styles artists have used.

Greek Art	Artists, craftsperson, potter, sculptor, designer
Colour	Bold, earthy, terracotta, stone, ceramic, black, gold, ornate,
Drawing	Sharp, Pencil, Grades, Values, Sketch, Observe, Viewpoint Distance Direction Angle Perspective Bird's eye view, Alter, Modify, Interior, Exterior, Natural, Form, Vista, Panorama, Image, Subject, Portrait, Caricature, Expression, Personality
3D form	Body, poses, warrior, athlete, strong, marble, stone, solid, columns, temples, pottery, pots, jugs and vases.
Observation	Look, Care, Observe, Focus,
Sketchbook	Use, Comment, Draw, Stick, Note, Jot, Sketch, Draw, Scraps, Memos, Discuss, Question, Ideas
Movement	Action, Depicting Movement, Drawing Action, Olympics
Figure	Human body, Action, Position,
Theme	Ancient Greece / Historic culture

Key Y5 SJS Art Skills in this topic:

I can keep notes in my sketch book as to how I might develop my work further.

I can create a range of different moods in my paintings (and drawings)

I can learn about (Greek) artists and culture by looking at their (ancient) work in reference books, on the internet, on internet museums and art galleries and on online galleries and history sources. ()

I can organise tone and colour to represent figures and forms in movement.

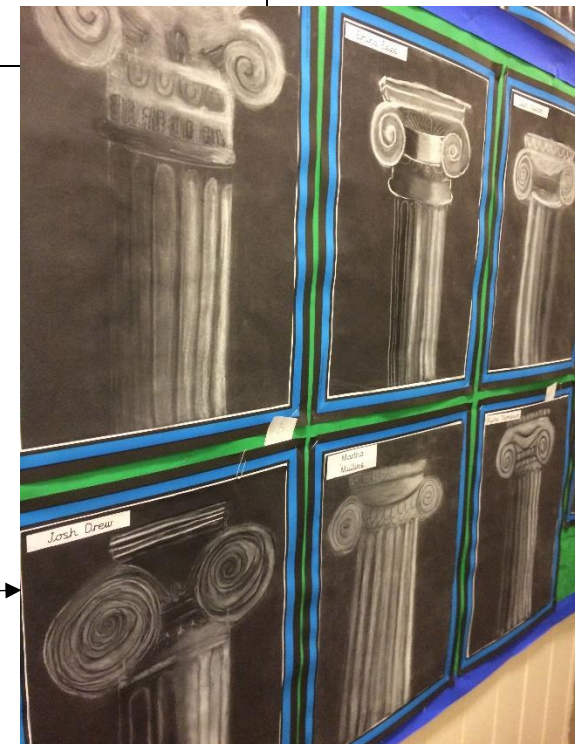
I can manipulate mouldable materials (clay) to make a pot.

I can sculpt clay and other mouldable materials confidently.

Greek plate artwork: paintings, sketches, pen and ink: pattern work.



Greek columns artwork: chalk and black paper, white paint: line and pattern work.



Possible drawing skills/techniques (*) progression to Y5:

- Observation
- Drawing using the **continuous line method**
- Using 2D drawings to develop ideas for 3D work
- Drawing from **different perspectives**
- Creating **detailed drawings**
- Drawing using **mathematical processes**
- Extending and expressing drawings using a **developing understanding of line**
- Develop an **increasing sophistication in the use of tone** to describe objects when drawing from observation
- Analyse and evaluate an artists' use of tone
- Use a sketchbook to record ideas, observations and imaginative drawings using a range of strategies - **shading, cross-hatching and developing perspective** by using different viewpoints.
- **Use drawing as a starting point** that may be taken forward into work with other media.
- Use a **wide variety of drawing tools and media**, using **increased control** - choosing **from mark-making materials, selecting grade of pencil, blending colours** etc.
- Move away from stylisation in drawing – referring to **size, scale, position and proportion. (accuracy)**
Understand that...
- Drawing **develops spatial concepts**. There is a difference between a **stylised and accurate drawing**, and they can assess their own work in the light of it.
- Different artists draw in different ways – each have their **own style and technique** depending on purpose and intent.
- The relationship between **shape, scale and position** is important.

Possible painting skills/techniques (**) progression to Y5:

- Explore different tools and surfaces and experiment with paint application, colour and scale;
- Colour wash, thick and thin rounded and flat brushes in a variety of strokes.
- Develop further skills in colour mixing – reproducing, with accuracy, from the natural and made world.
- Develop paintings in stages, over time. Taking Care!
- Use paint skills to create an image from the imagination – e.g. Cubism – reassembling a fragmented self portrait.
- There is a need to experiment. Sketchbooks can be used as a starting point.
- To develop skills in colour mixing use your previous learning!
- Working on a large scale does not necessarily mean working with a large piece of paper!
- Use viewfinders to help you!
- Improving your skills and control when painting
- Define and use more complex colours
- Selecting and mix colours to depict your own thoughts, feelings and intentions