

Cantrell Primary School Art and Design Curriculum

Year 5: Sketching – Architecture (Thomas Cecil Howitt OBE and Zaha Hadid DBE)

NC reference: to create sketch books to record their observations and use them to review and revisit ideas
To improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil]
To know about great artists, architects and designers in history

Objectives:

- Be able to use different grades of pencils and make decisions on what is the best tool for different elements of my drawing (4H, 2H, HB, 2B and 4B)
- Be able to use shading, hatching and cross hatching to add shape, tone and texture to my drawings.
- To know about great artists, architects and designers in history.
- Be able to express opinions about the work of other artists.

Key Factual Learning:

- ✓ Architecture is the art and science of designing buildings.
- ✓ Thomas Cecil Howitt was an architect from Nottingham.
- ✓ He was born on 6th June 1889 on Watnall Road, Hucknall
- ✓ He went to school at The Nottingham High School.
- ✓ He travelled Europe to study architecture.
- ✓ He joined the army due to WW2 starting.
- ✓ He left the army aged 30 and joined the Nottingham City Engineers Department at Nottingham City Council.
- ✓ In 1928 he was appointed City Architect for Nottingham.
- ✓ He designed Nottingham Council House.
- ✓ He died in 1998 (aged 79)
- ✓ B stands for soft and H stands for hard.
- ✓ HB pencils are in the middle of the scale.
- ✓ The higher the number in the soft pencils, the softer they are.
- ✓ The higher the number in the hard pencils, the harder they are.
- ✓ Shading techniques are used to add tone and texture and depth to drawings, making them more realistic.
- ✓ We can use hatching, cross hatching and shading to our sketches.
- ✓ Cross hatching is a form of shading, using lines, which overlap at different angles.
- ✓ The position of the light source determines where on the 3D object will need shading.
- ✓ Zaha Hadid was born in Baghdad, Iraq in 1950.
- ✓ She started her own company in 1980 and moved to the UK.
- ✓ Some of her designs gave the impression of movement.
- ✓ She designed the London Aquatics Centre which was used in the 2012 Olympics.
- ✓ She was awarded an OBE and Damehood by The Queen.

Practical Tasks:

- **Lesson 1:** Explore the differences between the pencil gradings by comparing them. Explore shading, hatching and cross hatching using the different pencils.
- **Lesson 2:** Artist study of Thomas Cecil Howitt OBE (Nottingham Architect).
- **Lesson 3:** Artist study of Zaha Hadid and her work.
- **Lesson 4:** Compare the two artist's work – annotate and sketch parts.
- **Lesson 5:** Practise applying sketching skills to drawing sections of buildings – looking at depth, tone and texture
- **Lesson 6:** Design and sketch own building for whatever purpose they choose, applying previously taught and practised skills.

Key Vocabulary:

sketching, peer assessment, drafts, hatching, cross hatching, HB, pencil grades, tone, texture, viewfinder, technique, shape, architecture.

Cross-Curricular Links:

Geography – local area – trip to Council House

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Year 5: Sculpture – Henry Moore and Ian Wolter

NC reference: To improve their mastery of art and design techniques, including sculpture with a range of materials.
To learn about great artists, architects and designers in history

Objectives:

- Be able know about the life and works of an artist.
- Be able to create a wire frame for a sculpture.
- Be able to create a free standing sculpture.
- Be able to create a 3D form using Modroc.

Key Factual Learning:

- ✓ A sculptor is an artist who shapes and carves materials to produce 3D art (a sculpture)
- ✓ Henry Moore was born in 1898.
- ✓ He was a famous sculptor and knew he wanted to be one from a young age.
- ✓ When WW1 began, Henry Moore was a soldier but was injured and was sent home and given some money to help with his recovery. He used that money to study art.
- ✓ One of Henry Moore's famous styles was reclining figures (mostly women).
- ✓ In the 1930s he was part of an art group called Unit One whose aim was to make modern art, including architecture more popular. They had an interest in abstract art.
- ✓ He was inspired by other artists such as Barbara Hepworth and Picasso.
- ✓ When WW2 began, he stopped teaching and the year after, he became the official war artist. His job was to capture the war through his art.
- ✓ "The Children of Calais" by Ian Wolder is a contemporary sculpture with a powerful message.
- ✓ Ian Wolder created the piece in response to a conversation with an MP who said that child refugees should not be allowed into the UK as others will follow.
- ✓ Ian Wolder wanted to depict real British children as the refugees being "sacrificed". He wanted to send a strong message that these children matter and to make people face them.
- ✓ To strengthen figures, a support structure of wire can be used.
- ✓ Wire is flexible and can be manipulated into shape to support the clay figure and allow for posing.
- ✓ Armature is the name given to an open framework on which a sculpture is moulded with clay or similar material.
- ✓ Mod roc is a bandage with plaster in it.
- ✓ It starts off dry but when you dip it in water you can shape it and model with it. It dries hard.

Practical Tasks:

- **Lesson 1:** Create artist study of Henry Moore. Including choosing pieces of his art to put in books and respond to with annotations and drawings.
- **Lesson 2:** Introduce "The Children of Calais" and make comparisons with this piece and Henry Moore's figures.
- **Lesson 3:** Revisit the proportions of a human figure (part of Year 2 curriculum). Sketch a wire frame structure of a human figure.
<https://www.youtube.com/watch?v=BoNjltdeTow>
- **Lesson 4:** Experiment with twisting and bending wire into different shapes using a needle nosed pliers and clippers. Sketch design of own figure of refugee.
- **Lesson 5:** Use the sketch as a plan to construct the wire into the desired form. Cover the wire form with mod roc, moulding and smoothing as they go.
- **Lesson 6:** Paint sculptures in acrylic – dark grey

Key Vocabulary:

Henry Moore, sculptor, abstract, architecture, figure, reclining, materials, shape, carve, form, armature, wire, pliers, support, manipulate, bend, secure, mod roc,

Cross-Curricular Links:

English – The Boy at the Back of the Class (Refugees).

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Year 5: Painting with Acrylics – Rainforests (John Dyer and Nixiwaka Yawanawa)

NC reference: To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

To know about great artists, architects and designers in history.

Objectives:

- Be able to use acrylic paint
- Be able to use parts of other paintings to inspire their work.
- Be able to use observations to paint real objects
- Be able to convey an impression of what they have observed in real life or in another artists' work
- Be able to choose and use colours that complement each other when painting
- Be able to use foreshortening to add depth to paintings

Key Factual Learning:

- ✓ Complementary colours are colours that go well with each other.
- ✓ These can be found on opposite sides of the colour wheel.
- ✓ The primary colours are red, blue and yellow.
- ✓ The secondary colours are made by mixing these together, green, orange and purple/violet.
- ✓ Tertiary colours are the colours which are in between.
- ✓ Acrylic paints are plastic based and do not wash off other materials easily.
- ✓ Acrylic paints are water-soluble, but become water-resistant when dry. They are more vivid and intense colours than poster paints or watercolours.
- ✓ Acrylic paints are good for layering in painting.
- ✓ John Dyer is an English painter, focusing on colourful landscapes, architecture, gardens and notable events, especially in Cornwall.
- ✓ Nixiwaka Yawanawa is an indigenous artist from the Amazon. John Dyer discovered him.

Practical Tasks:

- **Lesson 1:** Identify the primary, secondary and tertiary colours on the colour wheel. Experiment with which colours they like together and discuss colour theory - complementary colours on the wheel.
- **Lesson 2:** Explore the benefits of using acrylic paints over poster paints or water colours.
- **Lesson 3:** Compare and contrast examples of John Dyer's work from Cornwall and the Amazon. Make annotations about their own thoughts and opinions on John Dyer's Amazon Rainforest paintings. Discuss Dyer's techniques, use of colour and subject matter, what has inspired him to paint the Amazon rainforest?
- **Lesson 4:** Locate and copy parts of John Dyer's painting using a view finder 'Amazon Rainforest Vana Spirit.' Concentrate on the shapes and lines of the leaves. Practice drawing these. Annotate with colours they might like to use in their final piece.
- **Lesson 5 and 6 :** Sketch and paint their final piece (will take two lesson so they can layer colours.
- <https://johndyergallery.com/collections/nixiwaka-yawanawa>

Key Vocabulary:

acrylic, colour wheel, Nixiwaka Yawanawa, John Dyer, primary, secondary, tertiary, perspective, realism, guidelines, layering, colour theory.

Cross-Curricular Links:

Geography – Amazon Rainforest and compare and contrast to industrial Britain