

Year 1- L.S Lowry- drawing and oil pastels

Inspiration	Partnership with parents Pop-up art gallery for parent to attend
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<p>Key Questions</p> <ul style="list-style-type: none"> -Who is L.S Lowry? -What colours did Lowry use? -How do I draw a person? -What does the playground look like at break time? - 	<p>Concepts</p> <p>Formal elements</p> <ul style="list-style-type: none"> - Line, colour and shape - Art can express and create emotion <p>Skills</p> <ul style="list-style-type: none"> - With the support of the teacher suggested ideas are followed - Following suggestions, visual information is collected - Different methods are used when suggested by the teacher - <i>With encouragement, there is some experimentation in altering the thickness of lines</i> - <i>A number of techniques are used to alter the thickness of lines when appropriate to do so</i> - <i>Generally dots and lines are used to show texture or patterns</i> - When supported by the teacher, some notable artists are named and their work described - Attempts are made to mimic the work of notable artists 	<p><i>Also covered in:</i></p> <ul style="list-style-type: none"> - Y2, Y3 Gormley (emotion), Y4, Y5, Y6 <p>By the end of this unit, children will be able to:</p> <ul style="list-style-type: none"> - draw a human figure that is in proportion -talk about the work of Lowry and link it to their own work. -use their observational skills to create scene of their playground -understand that Lowry drew what he saw around him -understand that Lowry used a restricted pallet of muted tones
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<p>Knowledge</p> <p>Artist- Born in Manchester in 1887 and started drawing at the age of 8. In 1903 he took private painting classes and at age 16 he began work as an accountant. Later he was a rent collector. -He became interested in industrial scenes after missing a train and watching the mill workers leaving a factory, he saw the possibility of painting what he saw on his doorstep rather than conventional landscapes. -Share biography from www.thelowery.com</p> <p>Art- Group of people -introduce the children to the work of L.S Lowry and discuss the formal element focus line. The artwork is landscape and the people are the focal point, tie in the north eastern links and his paint pallet was muted and restricted. He only used five colours to create all of his artworks – ivory black, vermillion, Prussian blue, yellow ochre, flake white and no medium. All pieces of art created by the chn should use these colours only. -to replicate Group of People and focus on drawing figures to scale. -draw their family in the style of Group of people using oil pastels.</p> <p>Art – the Playground -intro the playground and discuss what happens in their playground? What and the focal points? Green fence? Markings on the school ground. -explore the playground sketch different aspects and or take photos on the I pads at break time. Discuss the movement i.e. skipping, tag etc</p> <p>Final piece- Lynnfield school/Golden Flatts -To create a line drawing in the style of L.S Lowry. Teacher to back a display board in white, with a turquoise border. -explain that Mrs Sharpe has commissioned them to create a piece of art in the style of L.S Lowry the playground that reflects everyday life in Lynnfield/Golden Flatts. Children to add their self-portrait (full figure) to the large display piece as well as the school fence and playground using oil pastels.</p>	<p>Artipedia L.S Lowry "You don't need brains to be a painter, just feelings." 01/11/1887-1976 English Painter Manchester</p>
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<p>Topic Specific Vocabulary drawing, painting, media, medium, line, shape, colour,</p>	<p>NC Subject content</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products - To use drawing and painting, 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 describing the differences and similarities between different practises and disciplines and making linked to their own work
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Subject Specific/Academic Vocabulary
This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.

Year 1	Year 2
Evaluation, method, resources, select	Create, , illustrate, research, similar,

We are artists/Being an artist/I am an artist
Audience: parents invited after school (other possibilities invite expert etc.)
Pop-up gallery – to show and share work.