

Year 2- Art - CCAD Artists - Line drawing/digital art

Inspiration Partnership with parents
Pop-up art gallery for parent to attend

Key Questions
 -Who are CCAD artists?
 -How did the CCAD artists use line?
 -When starting a sketch what should you draw first?
 - What type of line did you chose and why?
 -How can we use digital media to create a picture?
 - What links can I make between my art and that of the CCAD artists?

Concepts
Formal Elements
 -line, shape

Also covered in:
 - Y4 Digital Media
 - Y5 Digital Media
 - Y6 Line Drawing

Skills
 - Generally, ideas are developed and developed from familiar starting points
 - Some ideas are presented and some visual information to develop the ideas is collected
 - A number of techniques are used to alter the thickness of lines when appropriate to do so
 - Generally dots and lines are used to show texture or patterns
 - Tones are generally successfully created in a number of ways
 - A number of notable artists can be named and their work described and explained
 - Some of the techniques used by notable artists are used to experiment with effects

By the end of this unit, children will be able to:
 -understand how to use basic use basic shape to create a landscape picture
 - use a range of media to sketch a landscape picture focusing on line and shape
 - use digital media to create a landscape picture
 -talk about the work of the CCAD artists and make links with their own work

Knowledge
Artist
<https://iamabbytaylor.com/news/2017/7/4/hartlepool-borough-council-train-station-artwork>
 -Abigail and Owen are local artists who studied at the CCAD in Hartlepool.
 -Their work is displayed in Hartlepool train station and they were commissioned by the council after winning a competition.
 The designs show popular Hartlepool landmarks, including the National Museum of the Royal Navy, Greatham Beck, the Heugh Battery Museum and Hartlepool Marina. Abigail and Owen won the competition run by Hartlepool Council to create six pieces themed on key locations in Hartlepool-based on the hey-day of railway posters of the 1920s-1950s.
 -Owen, 26, said: “We worked with our photographs and sketches of the areas to create rough collages, in pursuit of the scenic compositions of the golden age of railway poster art. “
-Having studied for three years at CCAD’s Hartlepool campus, and graduating in 2015, we regard the town with a growing fondness and nostalgia! Hartlepool is a place of modest beauty that will always be special to us. It was a pleasure to revisit those locations we frequented throughout our studies, and to stand back now to admire the view- Owen Smith
 - St Hildas also covered in
Art- Photographs- line drawing
 -Explore mixed media mark making with a focus on different lines and thickness i.e. thick wavy using a felt tip pen, thin zigzag using a pencil or fine liner or dots and dashes etc
 -using the same photographs of St Hilda’s Church and the Headland as the CCAD artists as a starting point, identify and discuss the different the lines and shapes.
 - place the photos inside plastic wallets and then trace over the top using a permanent marker pen. The focus is on line and shape, not adding detail. Once the outline is complete, remove the photo and trim off the sides of the wallet. Stick the top corners of the plastic tracing on a clean page in sketchbooks then annotate the types of line and shapes and colour using pencils/coloured chalks beneath.
Art – CCAD Art
 -Compare the photographs to the final pieces of art produced by the CCAD artists. Discuss using the formal elements line, tone and colour.
 -Guided landscape drawing starting with a middle line in pencil, followed by a build-up of shapes to represent the buildings.
 Once complete outline with fine liner and rub away any pencil marks.
Final piece-
 Photograph using I pads or scan the final line drawings and edit using a paint programme/app. Explore using a range of digital tools to create different textures, lines, colours and shapes

Artipedia
 CCAD Artists
 Abigail Taylor & Owen Smith
 Line drawing and digital media



Topic Specific Vocabulary
 drawing, media, medium, line, shape, colour, trace, landscape, digital editing

NC Subject content
 - To use a range of materials creatively to design and make products
 - To use drawing, 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

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.

DRAFT