

Year 1 Art - Lowry

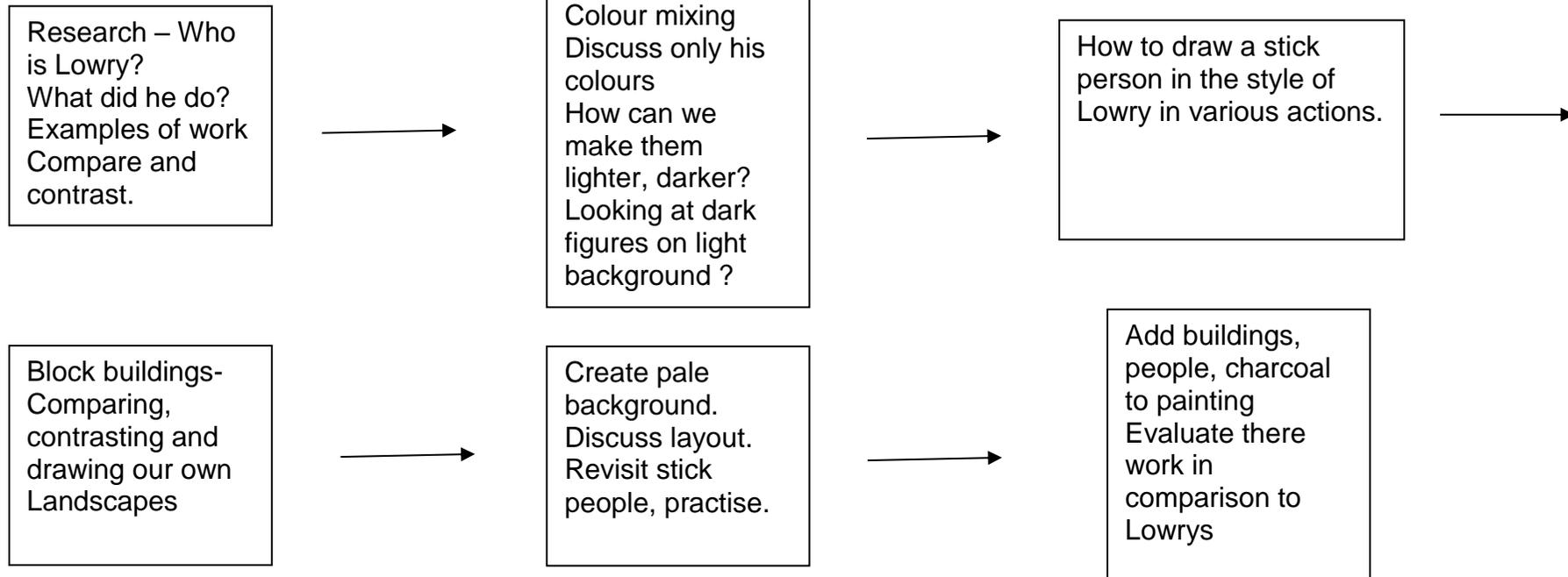
National curriculum:

- Use a range of materials creatively to design and make products.
- 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 works.
- Evaluate and analyse.

Vocabulary:

line, texture, pressure, shade, proportion, space, curve, straight, artists, form, materials, create, draw, sketch, light, dark, similarities, differences, features, pale, colour mix, blend, mix, fade, building, match stick, canvas, outlines, charcoal, oils, paint, water colours, tools, tone, effects, tonal.

Snapshot overview



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Art Medium Term Planning

Year Group: 1

Term:

Topic: Art

	Learning Objective	Input (including key questions and vocabulary)
Session 1	I can compare and contrast the work of a range of artists, describing the differences and similarities between their work and making links to their own work	Introduce Lowry- Where he is from (Manchester/Salford) Show map of UK- identify Manchester and Southampton Explain when Lowry was a live times where different- what has changed? Explain to the children they are going to be looking at pictures by the artist Lowry. What type of art did he produce? Have a gallery of Lowry pictures around classroom. Split class into 2 groups with CT and TA acting as guides for Lowry gallery. Compare and contrast his pictures. In small groups children to discuss the paintings. What is their favourite? Why? If they don't like them, why? How is this different to other pictures you have seen?

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Session 2	I can colour mix and make shades lighter and darker.	<p>Re-introduce Lowry's work Focus on colours- Ocra (ranges in colour from brown to deep orange to yellow) Blue, white, black and red How do we make them lighter and darker (white for lighter, black for darker) In books children can pick 1 colour to start with, can you this gradually lighter or darker? How would do this? Children to repeat this two or 3 times.</p>
Session 3	I can draw a person in the style of Lowry using the correct line, tones and pressure	<p>Look into depth into a Lowry picture. In the class have blown up images of the match stick people in the style of Lowry. Have images of the people in different poses eg running, walking, standing, jumping. Also have pictures of animals eg dogs, cats Discuss the techniques eg straight lines and sharp joints. Let the children try drawing the match stick men and practise different poses.</p>
Session 4	I can develop a range of art techniques using line and shape.	<p>Introduce term landscape, children to look at landscapes within Lowry pictures. Children to focus on shapes and sky line. Children to go outside and look across school buildings standing back and viewing the skyline. Can we see and recognise buildings. Take a picture to help guide children. Children to then draw school building and practise drawing a skyline from Lowry pictures.</p>

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Session 5	I can produce a colour wash skyline following the techniques of Lowry.	Revisit Lowry skyline focussing on colour and shade. Look at Lowry pictures and talk about how the colour goes from dark to light. Children to create colour fade effect on paper. Leave it to the dry. Children in pairs to verbally plan their pictures using their sketch book. Which people are they going to use? Which building?
Session 6	I can draw match stick people, buildings and features of a Lowry picture.	Using their pre-painted colour wash children will add building, people and other features (with pencil) reminding children of techniques already visited. Children will then use oil pastels to add detail to buildings and make them stand out. Children to then review picture as a Lowry Gallery to be put up. Children to compare and contrast their work to Lowry's. Parents to be invited to see children's work.

Impact:

- All children will have experimented with colour mixing and paint washing.
- All children will be able to hold a pencil appropriately.
- All children will be able to represent buildings in the style of Lowry.