

Unit 4A Viewpoints

ABOUT THE UNIT

In this unit children explore how to convey the atmosphere and story of a dream. They explore different viewpoints in the school environment as a setting for their dream. They invent a number of characters who are photographed 'on location' and develop a narrative to describe the dream. They go on to make prints based on the narrative. They compare the ideas, methods and approaches used in their own and other artists' and print makers' work.

WHERE THE UNIT FITS IN

This unit builds on Unit 2A 'Picture this!', when children record their observations and ideas about an issue or event using photographic and print-making techniques. The unit could be linked with English: drama activities – use character, action and narrative to convey story, themes, emotions and ideas. It could also be linked with Unit 13 'Painting with sound: exploring sound colours' in the music scheme of work.

WHAT THE UNIT COVERS

Art	Craft	Design	2D	3D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Textiles	Digital media	Sculpture	Print making	

VOCABULARY

In this unit children will have an opportunity to use words and phrases related to:

- surfaces and textures of building materials, eg *polished, matt, weathered, irregular*
- tone and lighting
- viewpoints and angles
- figurative and abstract images
- monochrome and multi-coloured print
- relief print, collograph (card block print)

RESOURCES

For practical work

- sketchbooks and drawing materials, eg *pencils, markers*
- viewfinders (made from a plastic slide mount or card frame 3–5cm wide)
- camera or video camera with playback equipment
- materials for block printing, eg *base boards, rollers, water-based ink, 'pressprint', ink slabs, objects for printing*

Suggested examples of art, craft and design

- photographs and film sequences showing ways of conveying drama, build up of emotion or tension, atmosphere
- examples of the work of photographers, eg *Hugo Glendinning and Tim Etchells*, and artists, eg *Marc Chagall*
- examples of surrealist artists who used the theme of dreams and nightmares in their work, eg *'Titania and Bottom' by Fuseli; 'The ghost of a flea' by Blake; 'The reckless sleeper' by Magritte; 'Woman and bird in the moonlight' by Miró*

EXPECTATIONS

At the end of this unit

most children will be able to:

explore ideas about dreams; collect visual and other information from different viewpoints; investigate a variety of methods and techniques, using shape, tone and texture in drawing, photography and print making; compare ideas, methods and approaches used in their own and others' work; modify and improve their work to realise their own intentions

some children will not have made so much progress. They will be able to:

use different methods and techniques to explore their ideas and communicate experiences; identify differences in their own and others' work; adapt their own work, according to its purpose

some children will have progressed further. They will be able to:

explore a range of ideas using shape, tone and texture seen in the built environment; use sketchbooks and select relevant visual information for their work; experiment with photographic and printing techniques to inform and extend their ideas; compare the ideas, methods and approaches used in their own and others' work; modify their work to reflect their own view of its purpose and meaning

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
EXPLORING AND DEVELOPING IDEAS			
<ul style="list-style-type: none"> to question and make thoughtful observations about starting points and select ideas to use in their work 	<ul style="list-style-type: none"> Look at examples of film or video that explore the idea of dreams. Discuss how impressions or emotional effects are built up in particular sequences. Talk about visual effects, sound effects and the use of silence. Discuss the use of camera position, lighting and costume. Ask the children to talk about dreams they have experienced. Ask them to record their ideas in different ways, <i>eg as a story, as a sequence of images, as a collage.</i> 	<ul style="list-style-type: none"> compare and comment on how visual and other effects are used to convey ideas and feelings in moving images record ideas about their own experiences in different ways 	<ul style="list-style-type: none"> Sensitivity will be needed when exploring dreams. Use your judgement to decide whether the theme will be productive for children.
<ul style="list-style-type: none"> to collect visual and other information to help them develop their ideas, including using a sketchbook 	<ul style="list-style-type: none"> Talk about the possibilities of using the school setting as a location for a dream scene. Ask the children to use viewfinders to find interesting and unusual viewpoints. Ask them to draw and photograph these viewpoints, which could be: <ul style="list-style-type: none"> around the school, <i>eg looking down, up, around, through, underneath</i> reflected in different surfaces, <i>eg mirrors, metal, glass</i> at different times of the day in different weathers 	<ul style="list-style-type: none"> record observations and ideas about the built environment 	<ul style="list-style-type: none"> Use the shape and 'picture space' of sketchbook pages and consider using a part, full and double page spread. Ask the children to study doorways, windows and other features and make 'thumbnail' sketches to explore composition. Use 'wet' and 'dry' overpainting to record shapes, tones and textures.
<ul style="list-style-type: none"> to explore ideas about the story they will film or photograph 	<ul style="list-style-type: none"> Ask the children to work in groups to agree the story of a dream that they will film or photograph around the school setting. Ask each group to talk about their visual information and to decide where the story of the dream will take place. Ask them to make an annotated visual plan of the story. <i>What will happen in each part? How will they build up the idea of the dream in four or five photographs or a short video sequence?</i> 	<ul style="list-style-type: none"> make an annotated visual plan for their work 	<ul style="list-style-type: none"> Make a small series of drawings to consider different methods and approaches. Links with work on storytelling and speaking for different audiences in year 4, term 1 of the framework for planning in <i>Teaching speaking and listening in key stages 1 and 2</i> (QCA/99/391).
INVESTIGATING AND MAKING			
<ul style="list-style-type: none"> to use photographic and/or film techniques to suit their intentions 	<ul style="list-style-type: none"> Arrange for the groups to take a series of four or five photographs or make their short video sequence. Ask them to think about: <ul style="list-style-type: none"> angles and viewpoints and how these can convey meanings use of reflections use of lighting 	<ul style="list-style-type: none"> experiment with photographic or film-making techniques to suit their intentions 	<ul style="list-style-type: none"> If children make a video sequence, they could explore ideas for taping a soundtrack, using selected sounds or music to complement the visual effects. Links could be made with Unit 13 'Painting with sound: exploring sound colours' in the music scheme of work.
<ul style="list-style-type: none"> to use print-making techniques to suit their intentions 	<ul style="list-style-type: none"> Ask the children to think about how they will interpret the dream differently in one image with limited colour. <i>How will they use shape, composition and tone to create the atmosphere they want?</i> Ask them to develop a design from one of their series of photographs or video images for a card block that they will use to make a print. Show the children how to make the card block, building up the surface of a piece of card with cut paper shapes that are glued in place. Show the children how to take prints from the card block. Ask them to explore the effects of overprinting and combining two different colours. 	<ul style="list-style-type: none"> select one image and develop a design for a print make a series of prints, exploring overprinting and colour combinations 	<ul style="list-style-type: none"> Guide the children to use more than one colour and experiment with overlaying and rearranging images. Use different coloured, textured and patterned papers as a surface for printing.
EVALUATING AND DEVELOPING WORK			
<ul style="list-style-type: none"> to modify and improve their designs and prints as they progress 	<ul style="list-style-type: none"> Discuss examples of the work of artists who used the theme of dreams in their work. Encourage the children to modify their designs by: <ul style="list-style-type: none"> changing viewpoints or compositions making visual qualities of shape and tone a more obvious feature in their work Encourage the children to modify their print making by: <ul style="list-style-type: none"> acquiring more technical control overprinting and arranging images to create new ideas 	<ul style="list-style-type: none"> modify and improve their designs using what they have learnt from the study of other artists modify and improve their prints by acquiring technical control and using this to produce visually interesting images 	<ul style="list-style-type: none"> Motivate children to rework and improve their designs and prints. Use other children's work as an example. Use teachers' and artists' prints to inspire children and increase their sense of what is possible.

PRIOR LEARNING

It is helpful if children have:

- made drawings of buildings in their sketchbooks
- arranged and composed shape, tone and texture
- used drawings to develop designs for other art work
- used simple relief printing techniques

FUTURE LEARNING

In Unit 6A 'People in action', children explore dynamic activities, such as sport, music, drama, and experiment with ways of conveying movement in their work, including using photography or video.

ADAPTING THE UNIT OF WORK

Children could:

- explore the work of surrealist painters and develop their own imaginative designs for film sets for a popular film, eg *Star Wars*
- create photographs or a short video exploring issues such as bullying. Use careful framing and explore colour as a strong visual element. This work links with poetry and personal, social and health education

