

Unit 4C Journeys

ABOUT THE UNIT

In this unit children explore how signs, symbols and metaphors can be used to communicate ideas and meanings about a journey. They produce a mixed-media work, combining drawing, painting, collage and print-making techniques. They learn about artists, craftspeople and designers who communicate their ideas through signs and symbols.

WHERE THE UNIT FITS IN

This unit builds on Unit 3C 'Can we change places?', where children study a specific location in their local environment. It could also link with mathematics: pattern, shape, and scale. It also builds on Unit 6 'Investigating our local area' and Unit 24 'Passport to the world' in the geography 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:

- journeys and how to represent them, *eg lines, pattern, texture, colour, signs, symbols*
- visual forms, *eg aerial photography, maps and diagrams, structures, mazes*
- viewpoints, *eg aerial, birds-eye view, as the crow flies*
- materials and processes, *eg painting, collage, print making, mixed media*

RESOURCES

For practical work

- sketchbooks
- drawing materials
- painting materials
- materials for paper collage, *eg card, coloured tissue, coloured and textured paper, glue, scissors*
- materials for print making

Suggested examples of art, craft and design

- aerial photographs, ancient and modern maps, weather maps, diagrams of mazes and other structures seen from above
- examples of abstract art from a range of cultures that combine lines, shapes, colours and patterns for decorative effect, *eg:*
 - *Aboriginal paintings representing a real or imagined journey*
 - *work by Paul Klee using signs and symbols to represent landscape or a journey*
 - *work by contemporary artists such as Richard Long, the Boyle family, Lesley Davey*

EXPECTATIONS

At the end of this unit

most children will be able to:

explore ideas about journeys; collect information about signs and symbols for their work; investigate lines, shapes, colours and textures to produce work on the theme of journeys; combine a variety of painting, print-making and collage techniques to enhance their work; comment on ideas, methods and approaches used in their own and others' work; adapt and improve their work

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

use signs and symbols in their work; combine lines, shapes, colours and textures to create simple patterns; use basic art vocabulary to explain their ideas and work

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

research a range of signs and symbols; explore methods and approaches used by different artists to inform their own ideas; combine visual and tactile qualities to convey the idea of place and journey; make a personal choice about the shape or format of their work and materials and techniques; compare how ideas and experiences have been represented by others; adapt and improve their work

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 for their work 	<ul style="list-style-type: none"> Ask the children to talk about a familiar journey, <i>eg their journey to school, a journey around the school, a journey between two other places</i>. Ask them to describe and note in detail what they remember passing on the way. Explore a range of maps, aerial photographs, abstract art and other stimulus material. Discuss the use of lines, shapes and patterns in the material and how they have been used to indicate objects and features. Point out that their use can be decorative as well as functional. 	<ul style="list-style-type: none"> describe places, events and journeys they have experienced identify different ways of representing objects and features related to maps and journeys 	<ul style="list-style-type: none"> Display source material that shows how journeys are visually represented in different cultures, <i>eg Western, Native American, Aboriginal cultures</i>. This could be a starting point for discussion of spiritual, cultural and moral issues about ownership. Although artists from all cultures are influenced by and 'borrow' from each other, there are issues, <i>eg in Aboriginal culture it is offensive to directly copy a complete painting that belongs to somebody else</i>.
<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"> Ask the children to make visual notes in their sketchbooks of some of the patterns in the stimulus material that they could use to represent their own journeys. Ask the children to invent their own signs and symbols using different combinations of the lines and shapes in their sketchbooks. Encourage the children to avoid obvious signs and symbols and to embellish and develop their signs and symbols, using colour if they wish. 	<ul style="list-style-type: none"> explore how lines can be used to create patterns design their own signs and symbols to represent objects, events or people 	<ul style="list-style-type: none"> Emphasise the function of the sketchbook for exploring and storing information and ideas. Some children may need to be encouraged to explore more than one idea. The use of sketchbooks links with years 3 and 4 in the <i>National Literacy Strategy: Framework for teaching</i>, where children could contrast recording visual information with written note taking.
<ul style="list-style-type: none"> to question and make thoughtful observations about the stimulus for their work 	<ul style="list-style-type: none"> Display the work produced so far and encourage the children to talk about why they chose to use particular shapes. Ask the children to think again about a journey (this could be the journey discussed at the start or an imagined journey). Talk about how they can represent the journey. <i>What is the journey about? If it is imagined, what fantastic places will they journey to and what will they see on the way?</i> 	<ul style="list-style-type: none"> describe and explain the signs and symbols they make comment on similarities and differences in their own and others' ideas and preparatory work 	<ul style="list-style-type: none"> Signs have a direct meaning, <i>eg a cross means church</i>. Symbols often have hidden or multiple meanings, <i>eg the circle can stand for unity and for the cycle of birth, life and death</i>. Many symbols are based on our experience of the world around us, <i>eg the Sun is a source of light, warmth and energy; the halo is a symbol based on the Sun</i>.

INVESTIGATING AND MAKING

<ul style="list-style-type: none"> to investigate and combine visual and tactile qualities of materials and processes and to match these qualities to their ideas about a journey 	<ul style="list-style-type: none"> Ask the children to think how they will compose their picture of the journey. <i>What composition are they going to use? Does it have to be in a rectangle? Could they use other shapes, like a circle? Could the journey start in the middle and work its way out to the edge? What signs or symbols will be used to represent ideas about the journey?</i> Encourage them to experiment with different ways of using line and to try to create unexpected and interesting shapes and patterns to divide up their picture space. Ask them to incorporate signs and symbols to represent their journey. Help the children to choose the materials and processes that will best convey the different parts of their journey. These could include: <ul style="list-style-type: none"> painting, <i>eg using different consistencies of paint, varying brush marks, mixing sand with paint to give it a texture</i> collage, <i>eg exploring the surface pattern and textures of a range of papers, overlaying different kinds of tissue paper</i> print making, <i>eg creating surface texture using rollers, sponges, engraving and printing from an inked surface</i> Encourage the children to think about the shape of their image and the surface qualities of their work. Encourage them to experiment with line, shape, pattern and texture, including: <ul style="list-style-type: none"> lines and marks, <i>eg direct, meandering, accidental, intentional</i> pattern, <i>eg geometric, symmetrical, asymmetrical</i> texture, <i>eg rough, smooth, shiny, shimmering</i> colour, <i>eg pure, mixed, earth, natural, artificial, bright, dull</i> 	<ul style="list-style-type: none"> represent in diagrammatic form and as a decorative piece, a real or imagined journey combine different techniques in their work select materials and processes and organise and combine these in their work experiment with visual and tactile qualities 	<ul style="list-style-type: none"> Children could be introduced to the idea of 'taking a line for a walk', as a way of creating shapes and areas that represent a journey. This technique was used by Paul Klee when teaching at the Bauhaus school of art in Germany. He realised that a game or playful element can often produce more visually exciting work, <i>eg 'doodling' or drawing from observation without taking the pencil or pen off the surface of the paper</i>.
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EVALUATING AND DEVELOPING WORK

<ul style="list-style-type: none"> to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them 	<ul style="list-style-type: none"> Exhibit the completed images along with the preliminary work. Ask the children to reflect on what they and others have done and to describe and evaluate their work using the vocabulary they have learnt. <i>What signs and symbols have they used? How well have they used line, shape, pattern and texture to describe their journey? How well have they used and combined different media? How well do the materials and methods they used match their ideas?</i> 	<ul style="list-style-type: none"> explain their choice of content, form, materials and technique identify similarities and differences between their own and others' work 	<ul style="list-style-type: none"> A final exhibition could include the children's work and objects associated with travelling and journeys.
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PRIOR LEARNING

It is helpful if children have:

- experimented with a variety of tools and techniques to make different lines and marks
- learnt how to mix and apply paint in a controlled way
- made collages from cut and torn paper
- learnt how to use print-making materials and tools, including making card and polystyrene prints
- discussed the work of artists, craftspeople and designers

FUTURE LEARNING

In Unit 5C 'Talking textiles', children investigate and use a range of materials and processes to communicate ideas about a story, myth or legend. In Unit 6C 'A sense of place', children explore the rural and/or urban landscape as a starting point for their work.

ADAPTING THE UNIT OF WORK

Children could:

- interpret a story about a journey they have read, making a direct link with work in English
- learn about the work of an artist such as Lesley Davey, who takes impressions or prints directly from the surface of the earth, *eg parched ground or earth*, and is inspired by the effects of the elements. Children could produce prints in plaster of Paris from the surface of a clay tile and arrange these to reflect the theme of journey
- create an installation or exhibition of their work, which brings together their memories of all their journeys to and from the school, before transferring to their secondary schools. This could be linked with work in personal, social and health education

