

Unit 6C A sense of place

ABOUT THE UNIT

In this unit children explore the rural and/or urban landscape as a starting point for two-dimensional work. They record their observations through drawing and photography. They use shape, form, space, colour, texture and pattern to develop and communicate their ideas in a painting. They consider the ideas, methods and approaches of artists who have responded to landscapes in different ways.

WHERE THE UNIT FITS IN

This unit builds on Unit 5A 'Objects and meanings', where children develop their painting skills and knowledge of composition. The unit could be linked with Unit 12 'How did life change in our locality in Victorian times?' and Unit 15 'How do we use ancient Greek ideas today?' in the history scheme of work as well as Unit 14 'Investigating rivers' 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:

- landscape, eg *viewpoint, perspective, foreground, background*
- architecture, eg *scale, enlarge*
- visual elements, eg *relative size, colour, texture, pattern, detail, form*
- materials and processes, eg *acrylic paint, slab, mould, slip, impressed and incised pattern and texture*

RESOURCES

For practical work

- viewfinders (made from a plastic slide mount or card frame 3–5cm wide)
- drawing materials, eg *soft pastels, oil pastels, pen and ink*
- sketchbooks
- painting materials, eg *acrylic paint, brushes*
- camera, if possible

Suggested examples of art, craft and design

- photographs of local rural and/or urban landscapes
- examples of work by artists who have represented rural and/or urban landscapes, eg *Constable, Gainsborough, Hockney, Turner, Heron, Sutherland, Leger, Escher*

EXPECTATIONS

At the end of this unit

most children will be able to:

explore ideas about the environment; collect visual and other information by observing and recording features of the environment; use a variety of recording methods and techniques, combining and organising shape, form and space; apply colour, pattern and texture in a painting; compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the purpose of the work; adapt and improve their work to realise their intentions

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

use different methods to record observations of the environment and create a painting; comment on differences in others' work; suggest ways of improving their own work

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

select visual and other information and use this to develop their ideas; manipulate materials and processes and match visual and tactile qualities to their ideas; analyse and comment on their own and others' work, relating choice of methods and approaches to the purpose of the work; adapt and refine their work to reflect their view of its meaning and purpose

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

EXPLORING AND DEVELOPING IDEAS

- to collect visual and other information to help them develop their ideas about the environment
 - to explore ideas for different purposes
- Arrange a visit to a part of the local area of particular interest to the children.
 - Before the visit, ask the children what they know about the area, its history and why it looks the way it does. Ask them to identify features of the natural and made environment, to say how they think the environment has been changed and shaped for different purposes, and to share their experiences of living in the area.
- to select and record from first-hand observation of the environment
 - to compare ideas, methods and approaches in others' work
 - about materials and processes and how these can be matched to ideas and intentions
- On the visit, ask the children to use viewfinders to select views they think include interesting features, eg *fields, walls, hedges, waste spaces, waterways, details of buildings, such as decorative work, columns, windows, towers, doorways.*
 - Ask the children to draw thumbnail sketches of these views in their sketchbooks, focusing on relative proportions, lines and shapes within the area selected. Encourage children to make notes on their sketches about interesting patterns, textures and colours, eg *patterns of fields, textures made by weathering and decay, brickwork, the play of light on different surfaces.*
 - In the classroom, show the children examples of the ways in which artists have responded to the rural and urban environment. Ask the children to describe one work. *What can they see? What is the focus of the work? Why did the artist select that particular viewpoint? What was the purpose of the work? Who was it for? How has the artist used line, colour and pattern in the work?*
 - Compare this work with work by different artists. Discuss methods or approaches used and how they relate to the ideas in the work, eg *using a vigorously, thickly painted area to create the effect of a stormy sea.* Ask the children to record information about different methods and approaches in their sketchbooks, selecting parts of the works that interest them, eg *an area showing interesting variations in colour.*

- identify what they have seen in the environment and explain what they think and feel about the environment
- record a variety of features in landscapes and/or on buildings
 - record aspects of the environment showing understanding of relative size, distance, shape and texture
 - identify different ideas and approaches and say what they think and feel about them
 - record details of the approaches of different artists to inform their own work

- This visit could be linked with a geography field trip. Discuss work in connection with geography, eg *connections between farming, industry and climate.*
- Discuss work in connection with history, eg *buildings with decorative features such as Greek columns, capitals, links with ancient Roman and Egyptian architecture, Victorian civic buildings.*

INVESTIGATING AND MAKING

- to reflect on their work in progress and adapt it according to their own ideas
 - to use a variety of methods and approaches to communicate observations, ideas and feelings in a painting
- Discuss with the children how they might select one of their thumbnail sketches to make a composition for a painting or how they could combine ideas from their first-hand observation to create their own view.
 - Ask them to draw their composition onto a large piece of paper or card. If they are enlarging one of their sketches they could use a grid system to do this; if they are combining views, they could do it 'by eye'.
 - Encourage the children to refer to their sketchbook drawings and details as a resource as they develop the composition. Talk about the use of perspective. Explain, by referring to artists' work or through demonstrations, how to:
 - make objects that are further away from the viewer smaller, to give the idea that they have receded into the distance
 - make parallel lines appear to converge as they get further away from the viewer
 - make objects paler and bluer as they recede (aerial perspective)
 - arrange everything in the composition on the same plane (vertical perspective)
 - Ask the children to select the approach to perspective that best suits their own ideas about their painting of the environment.
 - Encourage the children to:
 - paint in the large areas of the composition first
 - work from lighter colours to darker colours
 - use a limited colour palette, eg *red, yellow, black and white, or blue, yellow, black and white*
 - concentrate on one or two visual elements, eg *colour and pattern or pattern and texture*
 - refer to the works of artists and their use of the methods and techniques, eg *how colour, pattern, texture and paint are used*

- develop one or more of their sketches to make a large composition that records their ideas about the environment
- select and use an approach, methods and techniques
- create a large painting based on their observations and experiences of the environment

- Children can continue to record and annotate details in their sketchbooks throughout the unit.
- Perspective is the way in which artists manipulate a flat surface to bring the viewer into the space.
- Encourage the children to work from a limited palette of colours, mixing these together and using black and white to lighten and darken the colour.
- Support the children by referring to photographs and other information. Ask the children to identify pattern, decoration and detail, eg *shapes, patterns and textures on buildings in brick, ceramic, wood,* and to consider how they might use this information in their work.

EVALUATING AND DEVELOPING WORK

- to compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
 - to describe how they might develop their work further
- Ask the children to talk about their work using the vocabulary they have learnt. *What ideas have been incorporated into their work? Why have they selected a particular method or approach? How does it match their ideas? How have they used information collected from their visit together with their study of the work of other artists to inform their work? How well have they communicated their ideas about the environment in their work?*
 - Ask the children to say how they would adapt their work in ways that would improve it.

- compare and comment on their ideas, methods and approaches and how these relate to the purpose of the work
- adapt and improve their work to realise their intentions

- Children could photograph their work and create a virtual art gallery on the school's website.
- An exhibition of the children's work could include their sketchbooks, the artists they have studied, their final outcomes and the references to the local area. Children could write a catalogue and invite other children, staff, parents and members of the community to view the exhibition. Writing the catalogue links with year 5, term 2 in the *National Literacy Strategy: Framework for teaching*, where children learn research using information books, or year 5, term 3, where children write a commentary.

PRIOR LEARNING

It is helpful if children have:

- explored and recorded ideas and information from first-hand experience
- used a sketchbook or visual diary to store information
- explored ideas of relative size and scale
- used drawing and painting media to create texture and pattern
- learnt how to reflect on and modify their work

FUTURE LEARNING

In Unit 7B 'What's in a building?' in the secondary scheme of work, children develop their sensory experience of buildings and observe and record shapes, patterns, textures and forms of architectural features as the basis for creating sculpture in card or clay.

In Unit 7C 'Recreating landscapes' in the secondary scheme of work, children explore ways of collecting visual and other information about the landscape and use this information to construct textile work and assemblages.

ADAPTING THE UNIT OF WORK

Children could:

- explore colour by developing paintings that show views of the local area in different kinds of weather. This work could be linked with Unit 7 'Weather around the world' in the geography scheme of work
- compare and contrast buildings in their own environment with those in holiday photographs. They could develop their research on a residential fieldtrip linked with work in Unit 13 'A contrasting UK locality' in the geography scheme of work
- create an aerial view of the natural environment, using slab work and developing surface texture and pattern

