

## HIAS REMOTE LEARNING CURRICULUM PACK

# A way with Art

## Remote learning curriculum pack Lower Key Stage 2 (Years 3 and 4) Pack 8

HIAS Teaching and Learning Team  
Spring 2021  
Final version

© Hampshire County Council

# HIAS Remote Learning Curriculum Pack

## Using the Remote Learning Materials

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home. Your school may also have given you English and mathematics resources, and this pack of activities can supplement and work alongside these.

These activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills, help them learn new ones, and allow for suitable independence.

How to use the pack and support your child:

- Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
- Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
- Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
- The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
- These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

# A way with Art



## Key theme:

This theme is linked to the art curriculum and will involve children studying the work of different artists and then creating their own works of art.

## Art:

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- about great artists, architects, and designers in history.

### Some useful websites to support these activities:

[www.tate.org.uk](http://www.tate.org.uk)

[www.nationalgallery.org.uk](http://www.nationalgallery.org.uk)

[www.southamptoncityartgallery.com](http://www.southamptoncityartgallery.com)

This unit is all about focusing on one artist that the children might be interested in. The activities will then all be based around finding out about the artist, recreating a piece of their art, and then creating some of their own art in their style.

Different artists have different styles and to complete this activity successfully the style and medium (the different materials that they use to create a work of art) of the artist will need to be studied carefully. This will then help the child when they create their own artwork.

### **Deciding on the artist:**

- First decide on the type of artwork that is enjoyed. This could be done by using a selection of pictures of artists and choosing a style that the child is interested in.
- Then research and choose some of the paintings or pictures that are enjoyed. These can then be copied, and new art can be created in that style.
- Also think about looking up artists sketchbooks to give you some good ideas.

### **Famous artists to consider:**

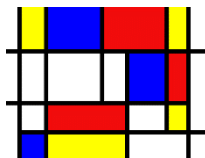
Here are some famous artists that might give inspiration, but there are many others!

- Van Gogh
- Picasso
- Mondrian
- Monet
- Matisse
- Pollock
- Georgia O'Keeffe

## Lower Key Stage 2

### The big idea

### Find out about the artist and make a mood board



### Key learning

#### Art:

Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines making links to their own work.

### Useful questions

- Why have you chosen the specific artist?
- What key features has the artist got?
- How could the mood board show the style of the artist?
- How successful has the mood board been in showing the style of the artist?

### How to do it

A mood board is when someone puts together lots of images that they like about a particular topic. It shows the general idea about a topic in a colourful and engaging way. This activity is all about finding out about an artist that interests the child and making a mood board all about them. This could involve using their artwork or using other pictures that are related to the artist and their work e.g. the country that they come from etc.

#### Completing the activity:

- Start by deciding on the artist that will be used. This needs to be the artist that will be used for all three activities.
- Research all about the artist and how they create their work, the materials that they use and any themes that may show in their artwork. This can be done by looking at their artwork, either in books or on the internet.
- Cut out or print off any pictures that can show what the artist created (*get permission before cutting or printing and supervise children when they use scissors*).
- Find a background that can be used for the mood board. A large piece of white card would be ideal but anything sturdy would be ideal.
- Place the chosen pictures onto the background to create a design. This could be in the shape of an object that represents the artists e.g. a sunflower for Vincent van Gogh.
- Also think about the visual language of colour, line, shape etc. and how the artist has used these in their work.

- Once the design is in place, carefully glue the pictures onto the background to make the mood board
- Key words or labels could be added to give more detail if wished.

## Lower Key Stage 2

### The big idea

### Research the artist and present in different ways



### Key learning

#### Art:

Pupils should be taught about great artists.

### Useful questions

- What will be the best way to share the facts about the artist?
- What are the main areas of interest about the artist and their work?

### How to do it

This activity is all about finding out about the artist and creating some information to share the findings. The information could be presented as a nonfiction booklet or a PowerPoint presentation.

#### How to do the research:

- Find some books or information on the internet about the artist.
- Use 'skimming' and 'scanning' techniques to find the information that is needed. 'Skimming' means reading quickly to get a general overview and 'scanning' means reading rapidly to find specific facts.
- Use a planning page to make a note of the main facts and then organise the findings ready for the report.

#### Completing the non-chronological book:

A non-chronological is a report that does not have to be written in time order. It is important to organise the research into different subheadings. There could be a page for the artist at a young age, their success into art and their paintings or pictures.

#### Consider using the following features in the book:

- An eye-catching front cover with interesting drawings (this could include some of the artwork)
- Sub-headings

- Writing organised into paragraphs
- Usually written in the present tense
- Useful facts and information
- Some use of technical language
- Pictures or diagrams

The writing could also be made more interesting using adjectives (describing words) to give more detail and conjunctions to extend sentences such as: and, but, because, although and so.

**Drawing the findings:**

The information could also be represented by drawings with labels about the artist. This could have key facts around the drawings.

**PowerPoint presentation:**

The computer is also a useful way to share the information that has been found. This can also take the form of groups of facts organised around a page.



## Key Stage 1

### The big idea



### Recreate an artwork in the style of the artist



### Key learning

#### Art:

Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines making links to their own work.

Pupils should be taught to use drawing, painting, and sculpture to develop and share their ideas, experiences, and imagination and to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.

### Useful questions

- What part of the artist's work can be recreated in the child's style?
- How near to the original is the completed artwork?
- What could be improved next time?

### How to do it

This activity is all about studying the style of the artist and creating a picture, using that style of art.

#### Getting started:

- Look at a range of pictures to see the themes that are used. Does the artist use landscape, portraits of people or animals or still life?
- Decide on a theme for the picture. This activity is not about copying a piece of art but about making a new picture in the style of the artist.

#### Completing the activity:

- Make sure that some of the pictures are in front of the child before they start.
- Decide on the materials that are going to be used. These could be paints, coloured pencils, felt tip pens or charcoal.
- Use white paper or thin card as the background for the artwork.
- Draw the outline of the main objects in the picture using light pencil strokes.
- Mix the paints or gather the colours in preparation for adding colour. If the artwork is in pencil, then the detail can now be added.
- Complete the picture by adding the colour. This might involve painting the background and letting this dry before adding any other detail.
- Once finished, compare the artwork with the originals and evaluate how successful it has been and how it could be improved next time.

# HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: [sarah.sedgwick@hants.gov.uk](mailto:sarah.sedgwick@hants.gov.uk)

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk).