

Churchfields Infants School Art Scheme of Work

Year Two The Firebird Summer term

Children begin this unit by responding to a musical stimulus from the ballet The Firebird by Igor Stravinsky considering how the music from the ballet inspires their imagination, responding initially through colour and marks that represent the mood and atmosphere of the piece before developing and refining their ideas to create detailed drawings of characters and scenes from their imagination. Children are encouraged to develop their illustrations by considering how details such as facial features can be used to create expression. These illustrations will then serve as another cross curricular stimulus for their writing in Literacy.

As the unit progresses children will explore continue how create to explore colour and texture in their mark making and they will create their own Firebird drawings inspired by the illustrations by Catherine Hyde in the text by Saviour Pirotta. They will think about how they use a range of media and drawn marks to suggest texture looking at photographs of different parts of a birds plumage and thinking about how to vary their marks to recreate it.

They will then progress to thinking about how to create texture in collage as they work collaboratively to create Firebird feathers thinking about how to use and layer different materials to create different surfaces and effects.

Children will finish the unit by learning about the work of the craftsman and jeweller Faberge and will learn simple paper maché techniques to design and make their own Firebird eggs thinking about the techniques they have learnt across the unit to add colour and texture to their eggs.

Key Skills

- Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.
- Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.
- Further developing mark-making within a greater range of media, demonstrating increased control.
- Developing observational skills to look closely and reflect surface texture through mark-making.
- Describe the colours and textures they see.
- Show they can identify different textures in a collaged artwork.
- Choose collage materials based on colour and texture.
- Talk about their ideas for an overall collage.
- Try different arrangements of materials, including overlapping shapes.
- Give likes and dislikes about their work and others'.

Key Knowledge

- To know the artistic term 'texture' and that it means what the surface of an object or thing looks or feels like.
- To know that 'composition' means how things are arranged on the page.
- To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.
- To know that drawing techniques such as hatching, scribbling, stippling , and blending can create surface texture.
- To know that drawing materials can be used to show light and dark.
- To know that collage materials can be chosen to represent real-life textures. To know that collage materials can be overlapped and overlaid to add texture.

Key Vocabulary

blending	mark making
collage	overlap
craftsperson	papier maché
cross hatching	paint
dabbing	sculpture
design	scribbling
detail	sketch
decoration	stippling
emotion	storyboard
expression	surface
hatching	texture
illustrations	thick
illustrator	thin
lines	three dimensional (3D)

Key Artists

Gustav Faberge (traditional)

Lesson One; Responding to a stimulus/Adding detail to drawings

In this lesson pupils will:

Use the vocabulary of mark making and design to describe the marks they make
Use different materials and lines to make different types of marks, reflecting what they can hear in music and how it makes them feel.

Create simple sketches that can then be developed into more precise illustrations thinking about details such as facial expressions and body position.

C/c Music Listen with concentration and understanding to a range of high-quality live and recorded music. C/c English Story writing

Resources

Excerpts of music from the Ballet Firebird by Stravinsky
Flipchart

A range of drawing media in different colours.

Sketch books

Paper/books to develop their own illustrations

Key vocabulary

detail, emotion, expression, hatching, illustrations, illustrator, lines, mark-making sketch, scribbling, storyboard,

Lesson Starter; Developing skills and knowledge of artistic vocabulary

Explain to the children that today we are going to listen to a very famous piece of Music and that this music actually tells a story. As we listen we're going to think about how the music helps us to work out what the story might be! We're going to begin by thinking about how the music makes us feel... and we're going to use the drawing materials on our table to make some marks that help us express those feelings. Spend some time discussing with the children what colours/marks they might use to represent different emotions- if they were going to draw 'happy' what kind of marks and colours would they use and how would these differ if we were drawing 'sad' or 'angry'? Model the language of mark making and see if the children can describe their marks thinking about the types of mark and line they use, the pressure and tone they use and the different colours. Play the music and in their sketch books (divide a page in half) ask children to use marks to show how it makes them feel. Ask the children in their table groups to discuss their different ideas and compare the marks they've created.

Experimenting with and applying skills;

Now explain to the children we're going to listen to the music again and as they listen you want them to use simple stick figures to draw what they think is happening in the story? Who are the different characters? How do the different instruments help to indicate different characters and what they might be doing? On the other half of their sketchbook page get children to create quick sketches to represent their thoughts and ideas. Feedback their ideas.

Discuss how authors and film makers often start off with a simple 'storyboard' sketch like the ones we have just created but that if we were making a real book the illustrations would be far more detailed in order to help tell the story. Model developing a detailed illustration from a quick sketch, thinking about what needs to be included in order to add depth to the story. Look at the flipchart page on different facial expressions. How does varying the position of the eyebrows and mouth for example help to convey the emotions that character might be feeling or the position of their body convey age/action etc.

Plenary;

Children to pair up with a partner from another table group and orally tell their story using their illustrations as a prompt. Encourage the partners to offer each other verbal feedback on what details in the drawings they think are effective and to make considered suggestions on how to improve the work even further.

Lesson Two; Developing Mark Making techniques to add texture

In this lesson pupils will:

Learn the key vocabulary 'texture' and understand it is what the surface of an object or thing looks or feels like.

Experiment with how to use marks to create different parts of a birds plumage to represent the different textures.

Apply their techniques to create a firebird drawing.

Resources

Objects with different textures, range of feathers

Flipchart with illustrations from the Firebird text and close up photographs of different parts of a birds plumage e.g. breast feathers and wing feathers, crest etc...

Sketch books/bird outline sheet

Black paper

Sketching pencils and Metallic pencils

Key vocabulary

blending, cross hatching, detail, hatching, lines, mark-making, scribbling, sketch, stippling, surface, texture, thick, thin

Lesson Starter; Developing skills and knowledge of artistic vocabulary

Remind the children of our work in the last lesson where we used different marks and colours to show different emotions and represent how The Firebird ballet music made us feel. In Art we can use marks in lots of different ways to convey things like emotions but also things like texture too. Explain that texture is what the surface of an object looks or feels like- perhaps have a range of objects on their tables for them to touch and observe and encourage them to describe the texture using appropriate vocabulary.

Give the children a variety of feathers to look at- some big some small. How does the texture of the different feathers vary? Why do they think this is (perhaps they come from different birds or different parts of a bird). Look at some close up images of bird plumage- can the children identify which part of the bird it comes from?

Give the children an outline of a bird and ask them to experiment with sketching pencils to make marks that represent the different parts of the birds plumage, e.g. long soft strokes of the pencil to add in the smooth texture of breast plumage, larger bolder more curved and overlapping strokes to create wing plumage with consideration of pattern. Look at different mark making techniques such as blending, cross hatching and stippling on the flipchart and help the children to name them.

Experimenting with and applying skills;

Provide children with a range of images from the key text from the term by Saviour Pirotta. Look at the illustrations by Catherine Hyde. Can they tell what type of media she has used? What kinds of colours has she used to draw the bird and why have they been chosen?

Model using the illustrations to draw their own firebird, observing the shapes and positioning of different body parts and features.

Ask children to select an illustration to recreate on black paper, explain that we're going to develop the illustrations using what we have learnt earlier in the lesson about using marks to represent the texture of the plumage. Encourage the children to think about the colours and marks they use to shade their bird to add in the appropriate textures.

Plenary;

Recap on the definition of the word texture. Ask children to share techniques that they found worked well- is there a techniques they've seen someone else use that they'd like to try next time?

Lesson Three; Creating texture with collage

In this lesson pupils will:

Consider how to develop texture and pattern by selecting different materials
Experiment with how layering and arranging materials in different ways creates different effects.
Identify and describe the different textures in their work using appropriate language to describe their work.

Resources

Flipchart with collage images ([Suzanne Noel site](#))
A range of collage materials to select from
Scissors
Glue
Feather shapes
Pencils/pens/pastels etc to add in other details

Key vocabulary

collage, cross hatching, detail, lines, overlap, surface, texture, thick, thin

Lesson Starter; Developing skills and knowledge of artistic vocabulary

Recap the word 'texture' that children were introduced to in last week's lesson, can they remember what it means? We have spent two lesson thinking about how we can create texture using the marks we make with drawing media but today we're going to think about how we create texture using collage. Can the children remember what is meant by the term collage? Collage is where we arrange different papers and materials to create an image or effect.

Show the children some collage images on the flip chart- discuss how the artists have created the different images, how have they used different materials to create different textures and surfaces? What materials have they used to create smooth textures or bumpy rough textures? How have they layered up different materials to create different effects? How have they used mark making on top of the collages to add detail and develop texture?

Explain to the children that in today's lesson we are going to work collaboratively to create Firebird feathers. What kind of colours will we be looking to use if we're creating a firebird?

Model to the children about selecting materials and how to think about how to shape and layer them to create texture. Will they just stick a square shape down- how can they shape it or layer on top to create the texture of a feather?

Experimenting with and applying skills;

The children will work in table groups to create collaborative collages of Firebird tail feathers. Adult support will be required to encourage them to develop their ideas and keep focused on the idea of using the materials to reflect the surface and texture.

More able pupils could be extended by asking them to think about how they could use drawing media (pastels, pencils etc) to further develop the texture or pattern and to add in detail.

Plenary;

Once tidy-up is complete, invite the children to walk around the classroom to look at each other's feathers. What techniques would they like to try out for themselves? Feathers to be displayed in classroom to create a giant class Firebird.

Lesson Four; Gustav Faberge and designing and making a Papier maché Firebird egg

In this lesson pupils will:

Learn about the work of inspirational craftsman and jeweller Gustav Fabergé
Design their own Faberge egg inspired by the text *The Firebird* and consider the colours and textures they will create.
Use papier maché techniques to create an egg.

Resources

Firebird text and Flipchart about Faberge
Sketch books
Balloons
Newspaper and White paper
Paste, brushes, Water pots

Key vocabulary

craftsperson, decoration, design, detail, overlap, papier maché, sculpture, sketch, surface, texture, three dimension (3D),

Lesson Starter: Developing skills and knowledge of artistic vocabulary

Introduce the children to the work of Gustav Fabergé explaining that he is a Russian craftsman and jeweller. Look at his work and discuss the examples on the flipchart- what do they like about the eggs? Which is their favourite and why? Remind them of the vocabulary of three dimensional art and sculpture- art we can look at from different angles and from different sides.

Look at some images of different animal and birds eggs- how do they all differ in the shape, colour and pattern (could watch this video link of the book [An Egg is Quiet](#))

If the Firebird in our story laid an egg what would it look like? What would the colour and texture be like. Get children to design their egg in their sketch book. Share their designs and discuss.

Experimenting with and applying skills:

Introduce the children to the techniques of papier maché. Model layering up the newspaper and for the bottom layers creating a smooth flat surface. As they add the layers on top if they have added some texture into their design think about how to do this by rolling little balls to create bumps or rolling small twists to create waves/zigzags etc then look at adding a smooth white layer onto the top in order to create a layer that is suitable for decorating in the next lesson.

Plenary:

Evaluate the eggs so far... what has worked well? What could be improved? What did they find easy? What did they find hard?

Lesson Five; Gustav Faberge and designing and making a Papier maché Firebird egg- adding paint and decoration

In this lesson pupils will:

Think about how to add detail and texture to their egg using painting techniques.
Evaluate their eggs against their design and say what went well and what they would like to improve next time.

Resources

Firebird text and Flipchart about Faberge
Sketch books
Papier maché eggs
Paint and brushes
Gems and glue
Evaluation sheets

Key vocabulary

dabbing, decoration, design, papier maché, paint, sculpture, stippling, surface, texture, thick

Lesson Starter: Developing skills and knowledge of artistic vocabulary

Recap what children can remember about Gustav Fabergé. Look back at their designs in their sketch books and think about what they need to do in the decoration stage in order to finish their eggs according to their design. How could we add the idea of texture using paint? Look at techniques like dabbing and stippling. Model the careful application of paint and then considering how to place gems to finish it off.

Experimenting with and applying skills:

Have the children paint their eggs and finish off with decorative gems. Keep reinforcing the fact that they need to be referencing their design in their sketchbook. Encourage them to focus on quality decoration, carefully applying paint so that it gets into all of the gaps and covers the paper. Make the link back to Fabergé and his eggs being a luxurious and very expensive product.

Pupils working at greater depth: Could be challenged to look at adding texture by varying the shade of paint or using metallic paints and techniques such as stippling to create a sense of texture on their eggs.

Plenary:

Ask the children to consider the different types of painting they have done in this lesson. How does painting something 3D compare with painting something 2D?

What did they find easy/hard? Did they learn any techniques that were effective for painting the 3D sculpture?

Ask the children to complete the evaluation sheet for their egg. Did it match their design? Were they successful in adding texture to their egg? What techniques did they use? How easy was it? Are they satisfied with the end result? How would they improve it if they were to remake it?