

Africa – Year 5

Overview: The children will learn about the British–Nigerian artist Yinka Shonibare, whose work explores cultural identity and globalisation. They will look at how he communicates his thoughts, feelings and beliefs through art. They will look at African patterns and think about people in their lives who are significant. They will use wood and wire to make a framework in the style of Shonibare’s ‘Wind Sculptures’. They will cover this with nylon and paint with an African-inspired pattern.

Visual language:

Sketchbook, studies, African patterns, fabric, material, wax resist, oil crayons, Brusho, heritage, migration, identity, diversity, dual identity, installation, photography, sculpture, framework, form, gesso, primer, acrylic paint.

Skills evident throughout:

- *Develop and imaginatively extend ideas from starting points throughout the curriculum.*
- *Collect information, sketches and resources and present ideas imaginatively in a sketch book.*
- *Use the qualities of materials to enhance ideas.*
- *Spot the potential in unexpected results as work progresses.*
- *Comment on artworks with a fluent grasp of visual language.*

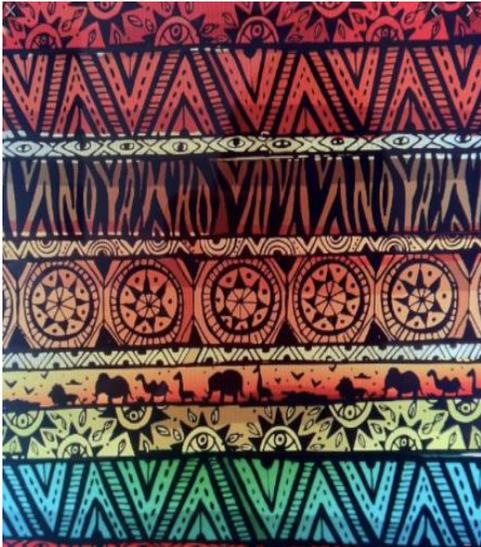
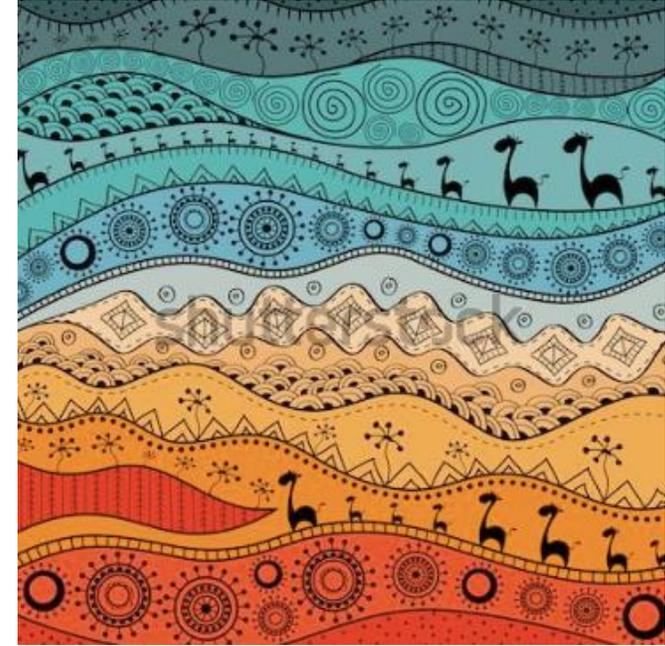


Lesson 1: African Patterns (sketchbook work)

The class will produce some studies in their sketchbooks based on African patterns. They will practice using wax resist (oil crayons followed by Brusho) and sharpies and watercolours

Skills:

- *Use the qualities of watercolour and acrylic paints to create visually interesting pieces.*



Yinka Shonibare was born in 1962 in England, with Nigerian heritage. He is famous for his paintings, sculptures, photographs and installations. A reoccurring feature in his work is brightly coloured African-styled fabric, which is informed by his dual nationality.

When he was 18 he contracted a disease which left one side of his body permanently paralysed.





Yinka Shonibare MBE

'Globe Children'

This piece of work explores the theme of climate change. Two children balance on a globe of the world, its surface shaded with colours that map global warming. The artist uses children to suggest that we are *playing* with the world, and are unaware of the full consequences of our actions.

The globe is held 'in balance' by the two children; their fall seems inevitable unless action is taken. The children are dressed in Victorian clothing - a period in history synonymous with great progression, but also great damage to the environment. Today we are undergoing a similar shift: the rewards and pitfalls of which will be felt by generations to come.

Skills:

- Give details (including own sketches) about the style of some notable artists.
- Show how the work of those studied was influential in society.

Lesson 2: African patterns onto book spines

The children will cover a book spine with an African pattern using the methods they practiced in their sketchbooks. On the spine they will write the name of someone who has made a significant contribution to their life so far.

'The British Library'

This installation contains 6,328 books. On the spines of 2,700 of these books, in gold, are the names of immigrants to Britain who have all made significant contributions to British culture and history. There are also books with the names of those who have opposed immigration. Other books are unmarked, suggesting that the story of immigration in Britain is still being written. The books are bound in the artist's famous African fabric - his signature material. It is a celebration of diversity in Britain today.

Skills:

- *Use the qualities of watercolour and acrylic paints to create visually interesting pieces.*
- *Show how the work of those studied was influential in society.*
- *Develop a personal style of painting, drawing upon ideas from other artists.*
- *Analyse and evaluate work to strengthen the visual impact.*



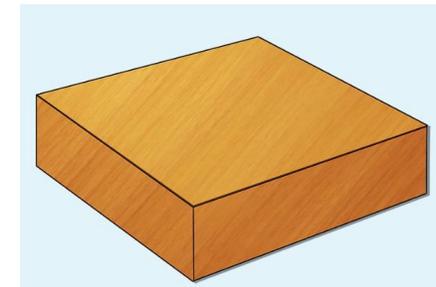
Lesson 3 - 4: Wind Sculptures



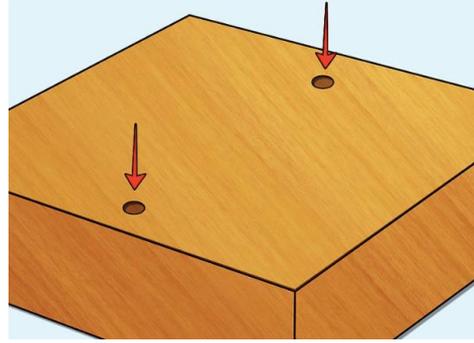
Yinka Shonibare MBE created these in response to migration. The steel and fibre glass structures mimic the sails of ships as they migrate across the sea.

Children to start their own wind sculptures!

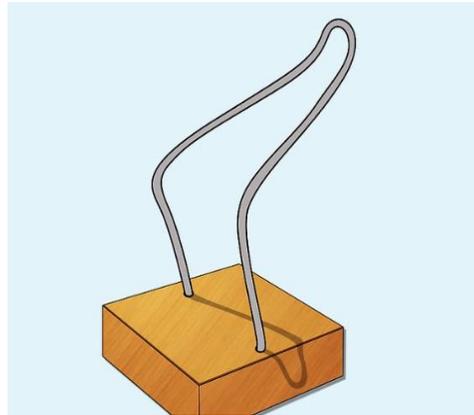
Step 1: Each child will need a piece of wood measuring roughly 10cm x 6cm, with a depth of 3cm. You can use balsa wood but it's very expensive. We used pine offcuts.



STEP 2: Make 2 holes in each piece about 2cm deep. They need to be small enough so the wire will fit in snugly. These can either be drilled or you can use a hammer and nail.



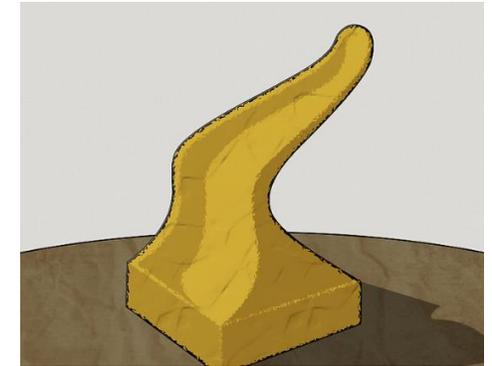
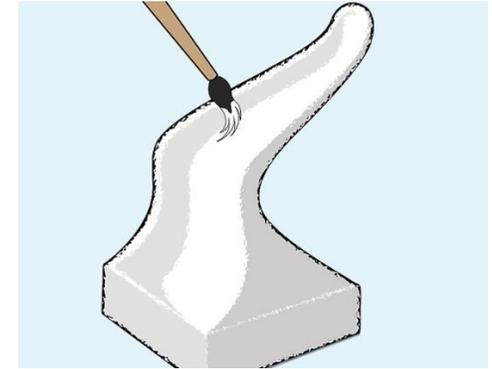
STEP 3: Cut a piece of wire to around 70cm and bend it to fit into the holes. Apply a small amount of hot glue to the ends of the wire as it's inserted. Once it's snug, twist the wire into the shape you want. Apply some more hot glue around the entry points



STEP 4: Paint over with either PVA or gesso (gesso is best but PVA will do!). You need to paint everything that is covered by the nylon sock including the block (but not the bottom of the block).

Leave to dry for 1 – 2 days

STEP 5: Use acrylic paint to paint on a base colour. Make sure every bit is covered including the base. Metallics work well, but white gives a good blank canvas.



Skills:

- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations
- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.

Lesson 5: Finishing off...

The children will finish their wind sculptures by painting on an African pattern with acrylic paint. They should reference the sketches, studies and practice pieces they did earlier.



Skills:

- *Create a colour palette based upon colours observed in the natural or built world.*
- *Use the qualities of watercolour and acrylic paints to create visually interesting pieces.*
- *Combine colours, tones and tints to enhance the mood of a piece.*
- *Analyse and evaluate work to strengthen the visual impact.*
- *Create original pieces that show a range of influences and styles.*

Resources:

Oil crayons - £7.19 (assorted 50pk)

These have loads of different uses and are well worth buying. <https://www.tts-group.co.uk/pentel-oil-pastels-assorted-50pk/AR02740.html>

Brusho Inks - £35.94 (24pk) These inks are so versatile and will bring a splash of colour to many different art activities. They are very potent so use under adult supervision <https://www.tts-group.co.uk/brusho-ink-powders-assorted-15g-pots/1000201.html>

Gesso - £11.23 (500ml). PVA mixed with white acrylic is a good substitute. This is used to prepare the wire sculpture for painting.

Wire - Garden wire 1.6mm thickness - £4.02 (one roll will be enough for a class)

https://www.amazon.co.uk/gp/product/B008EIU7SK/ref=ppx_yo_dt_b_asin_title_o00_s00?ie=UTF8&psc=1

Nylon tights - £9.95 for 36 pairs (enough for 144 sculptures)

<https://www.ebay.co.uk/itm/36-PAIRS-OF-LADIES-SMOOTH-KNIT-TIGHTS-ONE-SIZE-UP-TO-42-HIP-Slight-Seconds/263872160026?ssPageName=STRK%3AMEBIDX%3AIT&var=563253364914&trksid=p2060353.m2749.l2649>

Wood blocks - This was the biggest problem in terms of sourcing! Balsa is very expensive so we used pine. Maybe you can ask your site services officer to help out?!

System 3 acrylic (water based) paint - £8.39 (500ml)

Can't beat acrylic paint especially in the upper stages of KS2. It gives a strong, bold colour but can also be diluted with water to create washes. Make sure aprons are worn as its difficult to wash out and also wash paintbrushes straight after use!

<https://www.tts-group.co.uk/daler-rowney-system-3-acrylic-paint-500ml/1004124.html?cgid=Secondary-Pisces-Paints -- Canvases>

PVA

Glue gun



Please feel free to contact us with any questions:

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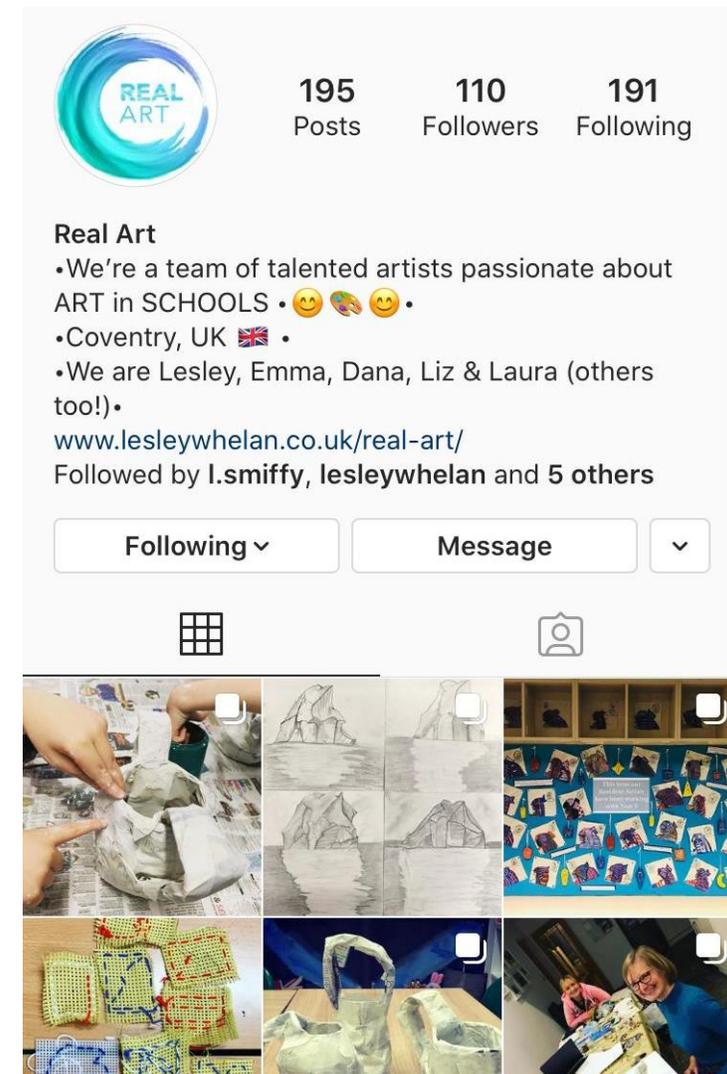
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Yr 5 - Spring		Milestone 1 by Year 2	Milestone 2 by Year 4	Milestone 3 by Year 6	More and Most able
To develop ideas		<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<ul style="list-style-type: none"> • Study the history of art, craft and design, including major movements from ancient to modernist periods. • Develop ideas and increase proficiency in their execution. • Develop a critical understanding of artists, architects and designers, expressing reasoned judgments that can inform work. • Use a range of drawing techniques to record observations and to generate ideas.
To master techniques	Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. 	<ul style="list-style-type: none"> • Increase proficiency in drawing and in handling different materials. • Analyse and evaluate work to strengthen the visual impact.



	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. 	
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 	<ul style="list-style-type: none"> • Use a range of media including oils, watercolours, videos and installations.
	Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. 	

	Print	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	
	Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. 	
	Digital media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	
To take inspiration from the greats (classic and modern)		<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. 	<ul style="list-style-type: none"> • Apply knowledge and ideas from the great artists, architects and designers from ancient to modernist periods.

