

Rainforest – Year 4

Overview: The class will research artists Oenoe Hammersley and Helen Cowcher and look at how they have used their art style to channel wildlife and the rainforest. The children will learn how to use a variety of printing techniques as well as developing their observational drawing skills. They will draw a toucan, before using this piece as inspiration to add detail to a final printed background of a rainforest.

Visual Language: *colour palette, observational drawing, pencil, light, shadow, tone, texture, shading, cross hatching, interpret, design, visual, printing, printing block, layers, depth, precise.*

Skills evident throughout:

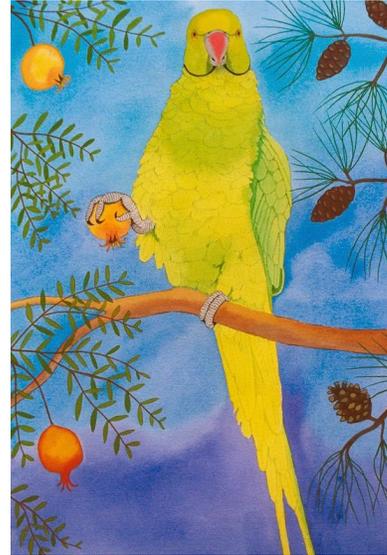
- *Develop ideas from starting points throughout the curriculum.*
- *Adapt and refine ideas as they progress.*
- *Explore ideas in a variety of ways.*
- *Comment on artworks using visual language.*



Oenone Hammersley is best known for her rainforest and wildlife paintings. She has been exhibiting regularly since 1980, with shows in the U.S.A, Europe, Africa, and Australia. Her main mediums are oil on canvas, as well as using watercolour and gouache on paper. The artist has spent most of her life traveling in order to paint wildlife, including three years living in Tanzania, two years living in Australia, and many in Papua New Guinea to paint birds of paradise.



Green Tree Frog

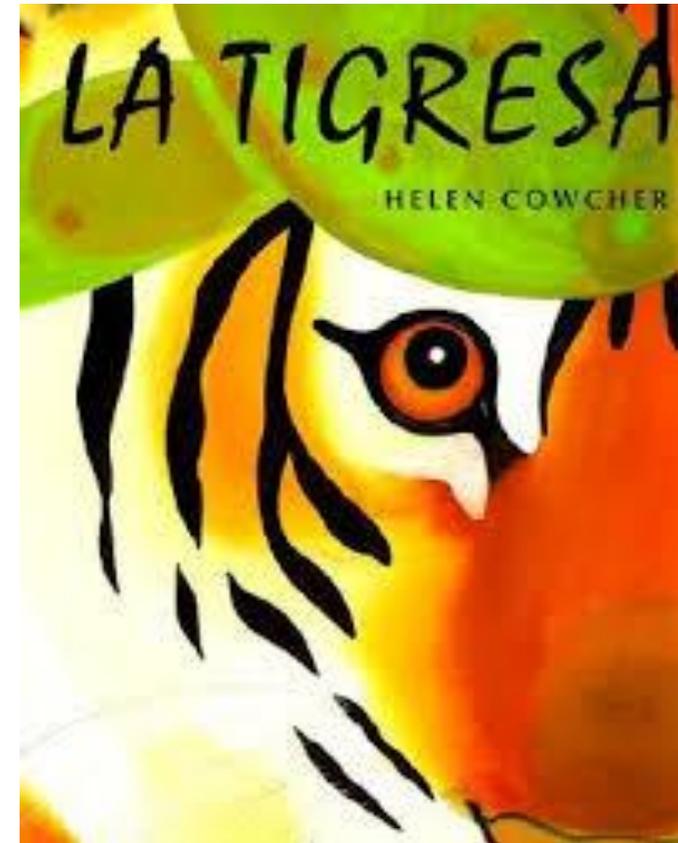
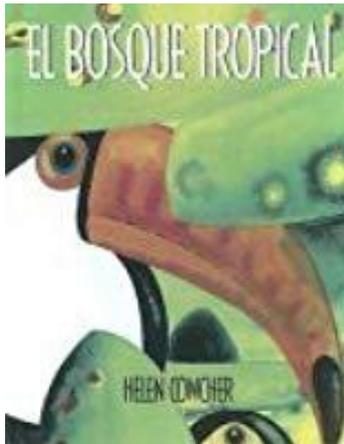


See more of her work here:

http://oenonehammersley.com/oldsite/oenone_hammersley_traditional_wildlife_art_.html



Helen Cowcher is an artist, author and photographer based in London. Helen trained at Chelsea School of Art. She has won many awards and has work in private collections in Europe, USA and South America. Helen has written and illustrated several books for children that have been published in multiple languages around the world. Her books include *Desert Elephant*, *Antarctica* and *Rainforest*.



For further inspiration look here: <http://www.rainforestartists.com/html/c.html>



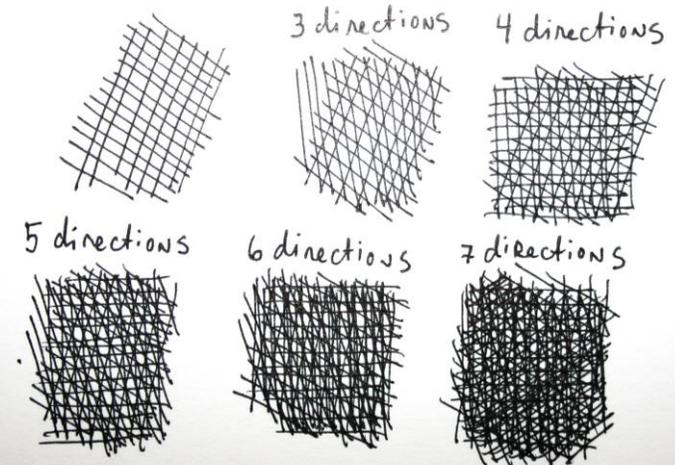
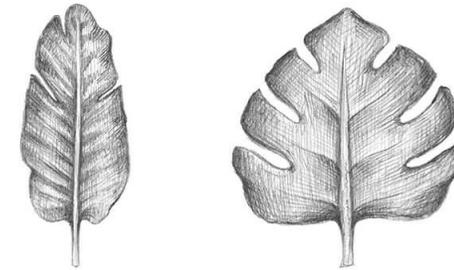
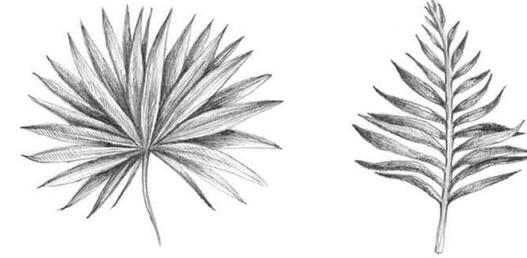
Lesson 1: Introduction to the project and sketchbook work.

The children will look at work by artists and discuss their artwork. The children will start by cutting and sticking preprinted images of tropical leaves in their sketchbooks. They then will practice some hatching and cross hatching techniques, using the varying pressures of pencils.

The children will carefully sketch out the images using the drawing techniques they have practiced. They will annotate their sketches, giving details of the pencil type and technique they used. The teacher may demonstrate drawing the images to guide the class.

Skills

- *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.*
- *Collect information, sketches and resources*



Lesson 2: Create 2 designs on a printing block.

The children will need a 10cm square piece of MDF. (*see resources page*)

Guided by teacher, the children will draw 2 simple leaf designs onto funky foam and carefully cut them out. Using PVA glue they will stick down their leaf design onto their MDF block. They will leave this to dry (it doesn't take long).

Once their first design has dried, they can create a second design on the reverse side.

Skills

- *Make printing blocks.*



Lesson 3: Print with block in sketch books

The teacher will demonstrate how to use the printing blocks precisely and accurately. The children will practice using their printing block to create **precise repeating patterns** in their sketchbooks. They will experiment to see how carefully they can create printed designs.

If there is time, the children will be given A3 paper to create a repeating design, using both sides of their printing block.

Mistakes will be made but that is fine and all part of the learning process!

Skills

- *Make precise repeating patterns.*



Lesson 4: Create a Rainforest using printing blocks and card.

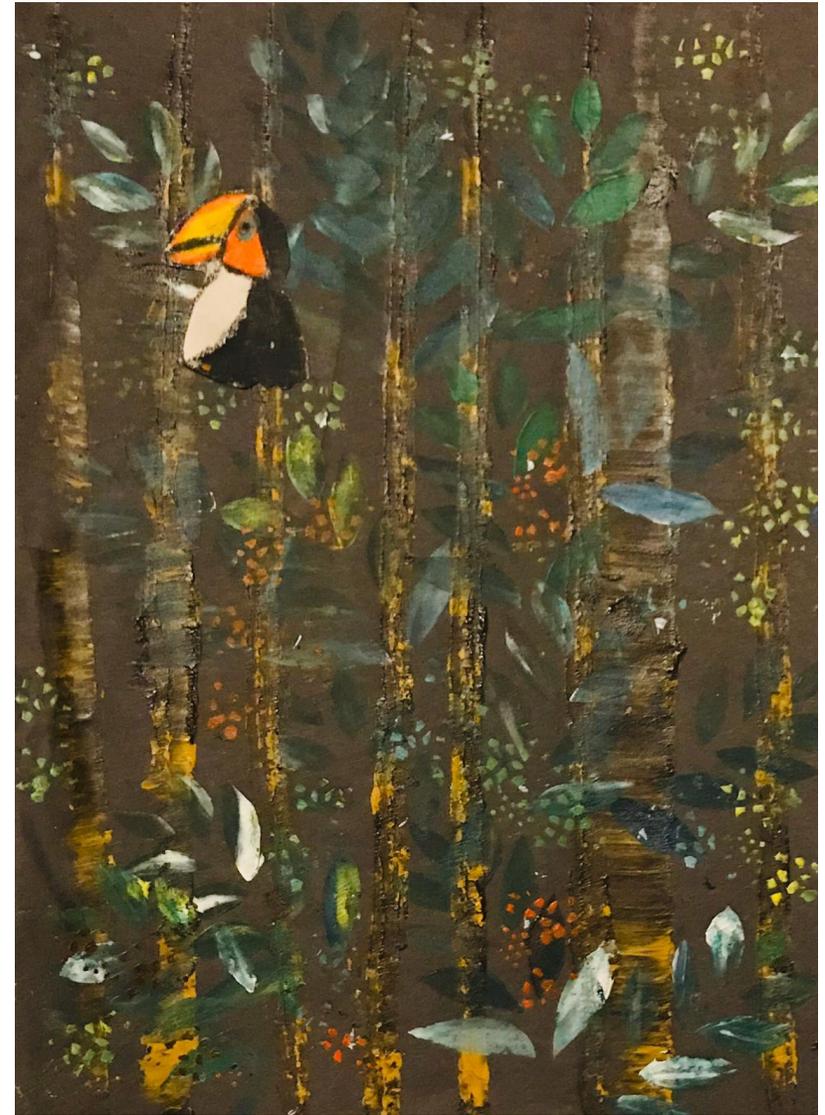
The teacher will demonstrate how to use card to print tree trunks and add layers of colour with printing blocks. The children will be taught to go over the papers edge, in order to suggest that the scene continues beyond, and to creatively explore the colours they observe in the natural environment. They will be given A3 cartridge paper, choosing a black or white background.

The children will use doilies, sponges, and acrylic paint to add texture and extra printed detail to their tropical background.

(Note: Toucan will be added in lesson 5)

Skills

- *Use layers of two or more colours.*
- *Replicate patterns observed in natural or built environments.*
- *Create original pieces that are influenced by studies of others.*



Lesson 5: Draw a Toucan drawing and add to final piece.

Using a step by step approach, the teacher will demonstrate and guide the children to draw a toucan in pencil on A5 cartridge paper. The children will go over their pencil lines in black oil pastels and then complete using coloured oil pastels.

TOP TIP use white first as fingers get messy

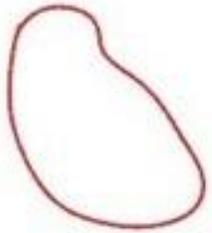
When completed, the children will cut around their toucan and stick onto their rainforest background.

Skills

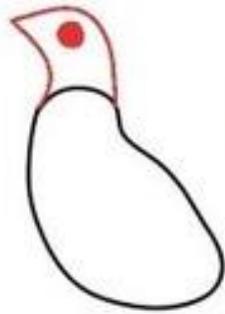
- *Create original pieces that are influenced by studies of others.*
- *Sketch lightly (no need to use rubbers to correct mistakes)*



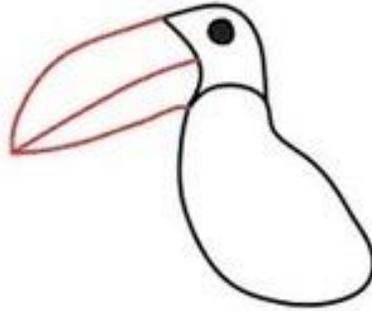
How to Draw a Toucan in 6 Easy Steps



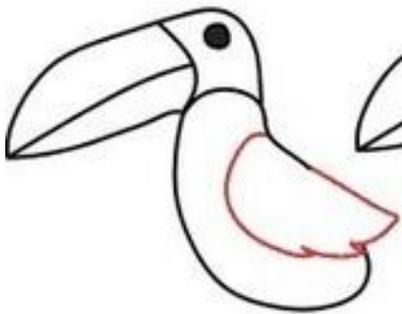
Step 1
Draw the body



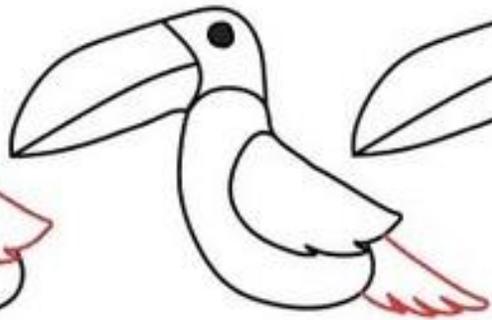
Step 2
Draw the head
and the eye



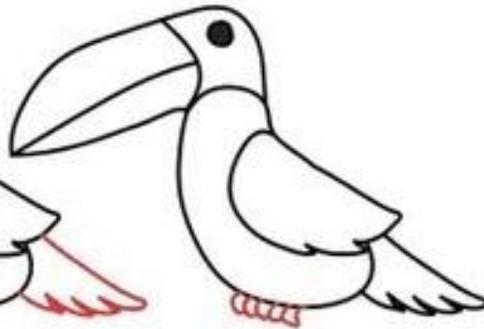
Step 3
Draw the beak



Step 4
Draw the wing



Step 5
Draw the tail



Step 6
Draw the legs

The teacher will demonstrate how to draw a toucan using a step by step approach. This should first be done lightly in pencil then **oil pastels** can be applied to outline and add colour. .



Resources:

Sketch pencils – £1.99 per pack. Buy 6 packs so there is enough for every child.

<https://www.tts-group.co.uk/study-time-sketching-pencils-assorted-6pk/1012337.html>

Cartridge paper - £29.94 (170gsm A3 500pk) <https://www.tts-group.co.uk/cartridge-paper-170gsm-a3-500pk/DCHD170A3.html>

Black Card - £7.99 (230micron A3 100pk) <https://www.tts-group.co.uk/black-card/1000322.html>

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>

System 3 blue, light and dark green, yellow, white 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>

Doilies - £4.99 (120pk) <https://www.tts-group.co.uk/doilies/1012376.html>

Funky Foam - £9.99 assorted foam sheets <https://www.tts-group.co.uk/assorted-foam-sheets-100pk/1012271.html>

Wooden MDF Offcuts – Les Sheppards DIY (120 Broad Lane CV5 7AF) will often cut their off-cuts free of charge or very cheap for you if you mention it's for a school project. Another alternative is to ask your site services officer to help you out with sourcing them!

Sponges cut up (1 small piece per child)

Printed images of tropical leaves

Cut up cardboard (1 per child)

PVA Glue and glue sticks



Please feel free to contact us with any questions:

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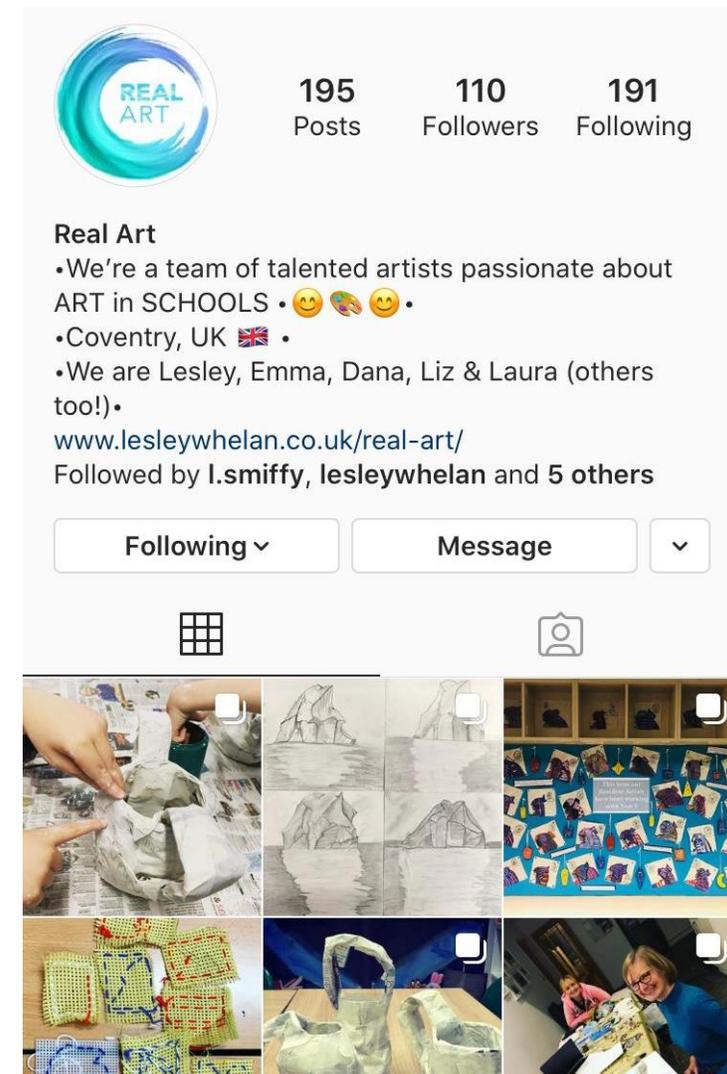
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| Yr 4 - Spring | | Milestone 1 by Year 2 | Milestone 2 by Year 4 | Milestone 3 by Year 6 | More and Most able |
|-----------------------------|---------|---|---|--|--|
| To develop ideas | | <ul style="list-style-type: none"> • Respond to ideas and 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. |



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| | 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. | |



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| | 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. |

