

UK Explorers- Year 2

Overview: In this module, the children will be developing their painting skills and learning sculpture techniques using different mediums. The UK is made of 4 individual countries. The dragon is synonymous with Wales (and England), the Barbary Lion with England, the Loch Ness Monster with Scotland and the Leprechaun with Ireland. In this project the children will be creating a papier-mache Loch Ness Monster and a dragon sculpted from air dry clay. There are additional ideas for the Lion and Leprechaun. Taking inspiration from paintings and images provided, children will follow a teacher's demonstration to create a papier-maché model of a Loch Ness Monster. The children will use their painting skills and knowledge of colour mixing to paint their models and add details using thick and thin brushes. The children will follow a teacher demonstration and use the medium of clay to create a sculpture of a dragon and use simple tools to create texture. The children will use their drawing skills to draw wings and add detail. Once dry, the children will paint their dragons.

Visual language: *similarities, differences, art, artist, artwork, medium, sculpture, drawing, pattern, texture, thickness, roll, cut, mould, carve, colour, form, frame.*

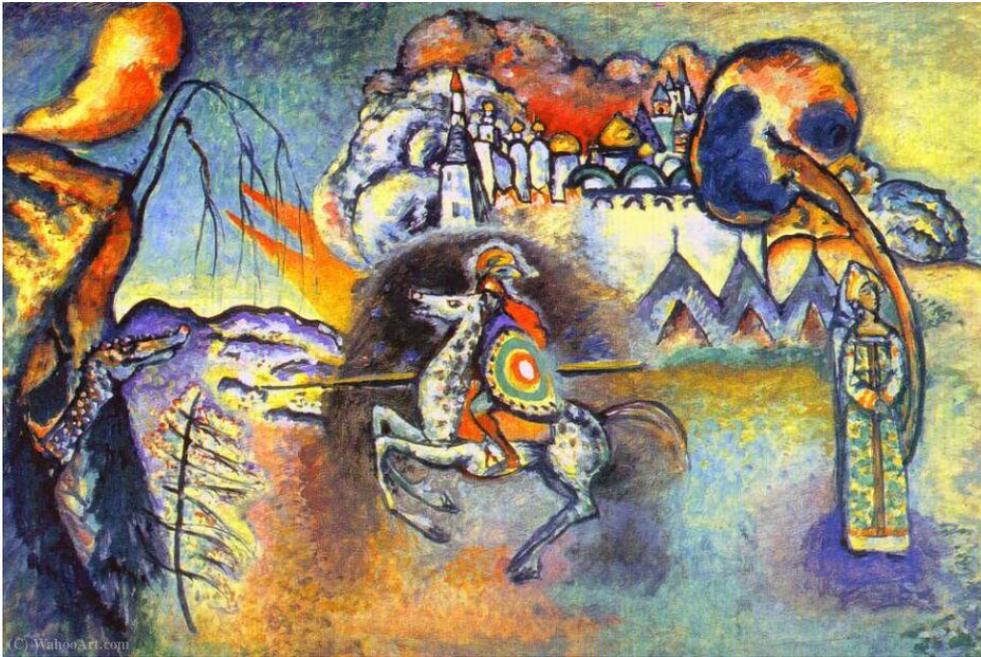
Skills Evident throughout:

- *Respond to ideas and starting points*
- *Explore ideas and collect visual information*
- *Explore different methods and materials as ideas develop*



Symbols of Nations – Dragons, Monsters (and lions and Leprechauns)

The nations of the United Kingdom all have stories of mythical creatures that are common to their history. We will be concentrating on Scotland's Loch Ness Monster and the Welsh dragon (which also features in England's national identity)



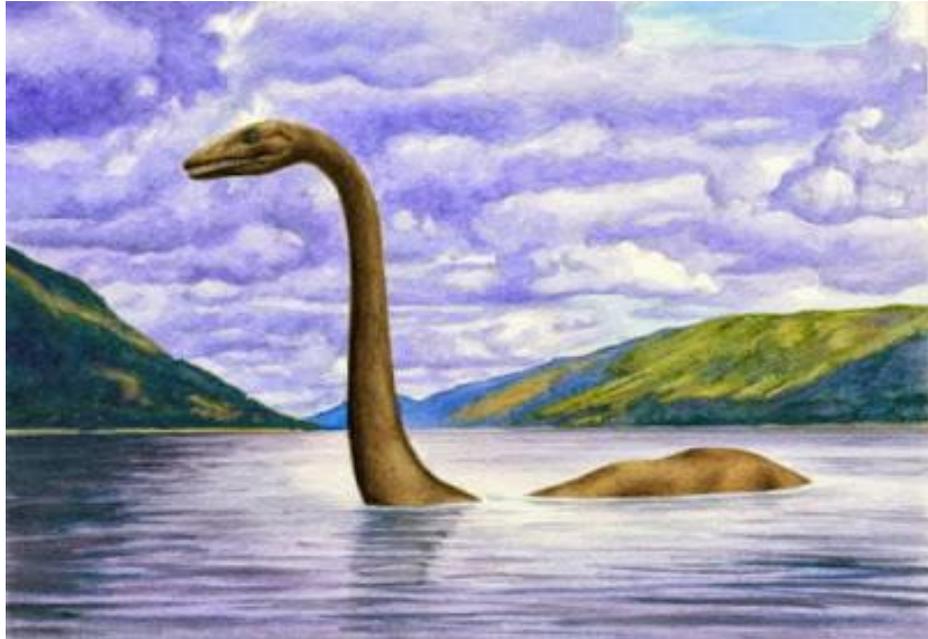
Wassily Kandinsky (1866 -1944) was a Russian, Impressionist artist. The legend of **Saint George and the Dragon** describes the real-life Saint George (died 303) taming and slaying a dragon that demanded human sacrifices.



Above - Hugh Gray's photograph of the creature he claims he saw swimming in the loch set the world's media alight with talk of the LOCH NESS MONSTER. This famous photograph was taken in 1934. It was later proven to be a hoax. The original legend, concerns St Columba in 595. 'Nessie' was said to have appeared from the deep Loch Ness waters. It is said that she snatched up and ate a servant, before being forced back into the waters by his master, St Columba.



Loch Ness Monster



(Left) Andy Walker – a British illustrator who also drew the images for ‘Dr Who’ story books.

(Right) Painted image of The Loch Ness Monster – Artist Unknown



There are many paintings and drawings of the Loch Ness Monster. The image on the left is by Andy Walker. It was painted to mark the 80th anniversary of the famous photograph that began the modern era sightings. His interest in ‘Nessie’ developed from stories that his great Aunt had told him: She was convinced she had seen a ‘great creature swimming in the Loch’ whilst on holiday in Scotland.. His painting conveys the most commonly observed and recorded features.

Look at both pictures: What are the common features/similarities?



Sculptures



Jo Slesser – Lincolnshire based
Ceramicist



Above – this model of the Loch Ness Monster can be found on
the bank of Loch Ness in Scotland.

You might also like to look at the incredible ceramic work of Ellen Jewett

<http://www.ellenjewettsculpture.com/sculptures>



Lesson 1: Introduction – Discuss images of The Loch Ness Monster and Dragons.

Talk about the images provided. What colours can you see? What are the similarities between the images? What shapes can they see in the form of the monsters? Talk about models and sculpture – what can be used to make models?

The teacher will demonstrate how to roll newspaper to create the Loch Ness Monster ‘frame’, adding long pipe cleaners for ‘form’ and using masking tape to secure in place. Cut two front ‘flippers’ and secure with tape. Children will use wide masking tape to ‘seal’ newspaper ‘frame’ before painting a layer of watery PVA (1:1 ratio).

Skills:

- *Describe the work of notable artists, artisans and designers.*
- *Use rolled up paper, straws, paper, card and clay as materials*



Lesson 2 - Use Papier Mache to complete a Model of The Loch Ness Monster

Tips for using papier mache

- Mix PVA and water 1:1 ratio
- Tear (not cut) paper as this provides a smoother edge
- Use small strips of paper
- Work slowly and methodically – start at head and work down to tail
- Make sure all the edges are smoothed down before adding another strip of paper

Skills:

- *Use rolled up paper, straws, paper, card and clay as materials.*



The teacher will demonstrate how to tear paper in strips, and then into smaller pieces. The teacher will demonstrate how to dip paper into PVA Water mix. Beginning at head end, demonstrate how to place and smooth sticky paper onto their models. Talk about taking time to smooth down edges and covering top and bottom of model. The children will need to cover the entire model.

Leave to dry on a sheet of cling film (this will be easier to remove from model as it will stick to a surface as it dries!)



Lesson 3: Paint the model of 'Nessie'

Time to paint – Recap mixing colours. What colours will you need? How can you make paler colours? Darker colours? Add white for a tint and black for a shade. (a helpful reminder 'Tint - bright and light add white'; 'Tone it down, add black and white'; 'It's dark in the shade. Add Black')

Children will use a limited palette of primary colours + white and a small amount of black. Allow some free expression, referring to the images shown. Children will use smaller brushes to paint on detail – markings, eyes etc.

Skills:

- *Use thick and thin brushes*
- *Mix primary colours to make secondary*
- *Add white to colours to make tints and black to make shades*
- *Use some of the ideas of artists studied to create pieces*



EXTENSION ACTIVITY

Children can paint a background for their model using a deconstructed box.



Lesson 4: Make a clay sculpture of a dragon

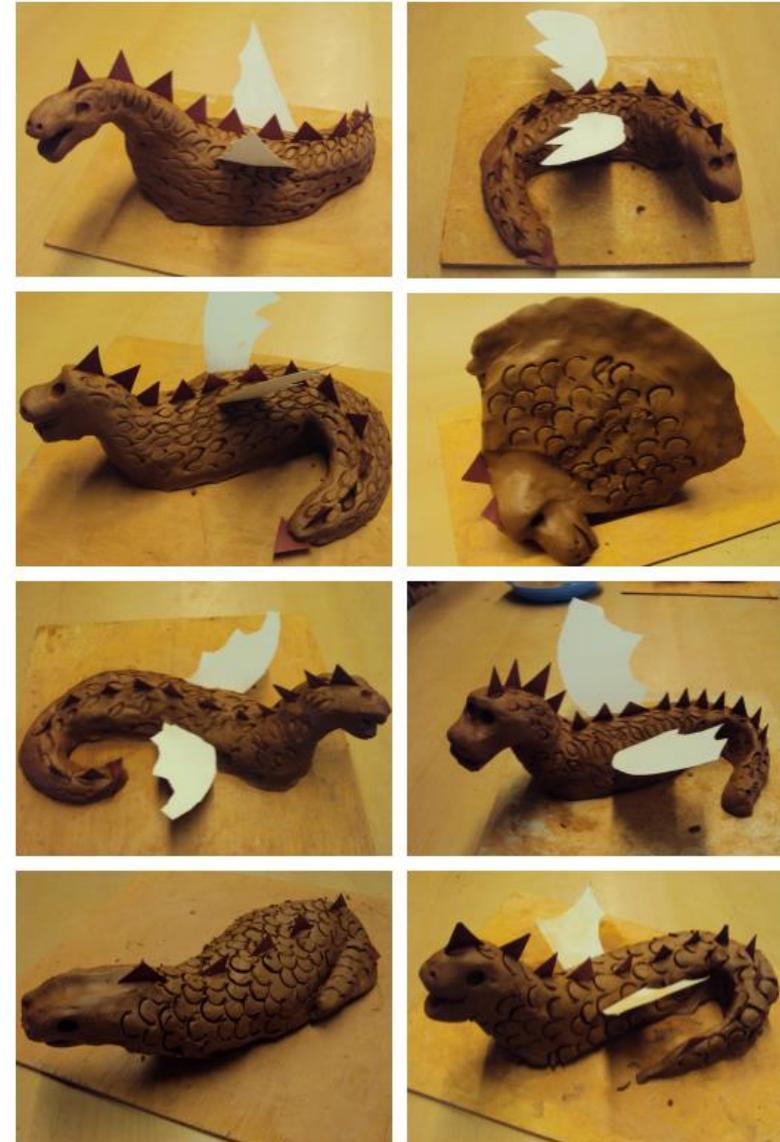
Discuss the properties of clay (feel, colour, what happens when it dries, soft, hard, malleable, mouldable). The teacher will demonstrate manipulation of clay and use of tools (cutting, rolling, moulding and carving). The children will be given a piece of clay (approximately 250g), and encouraged to manipulate it by squeezing, rolling and moulding. Beginning with a sausage shape, the children will be taken step by step through the process of creating a dragon. Use tools to add texture to surface e.g scales and spikes along back. Use tool to mark base with child's initials.

The children will cut out wings from card and insert into side slits they will make in their dragon.

Allow to dry.

Skills:

- *Use some of the ideas of artists studied to create pieces*
- *Use rolled up paper, straws, paper, card and clay as materials*
- *Use techniques such as rolling, cutting, moulding and carving*
- *Include lines and texture*



Lesson 5: Paint and add detail to dragon sculpture

The teacher will demonstrate/guide children how to use thin and thick paint marks to paint their dragon. Demonstrate how to use a small piece of sponge to add detail and texture.

The children will use a limited palette of primary colours + white and a small amount of black. Allow some free expression, referring to the images provided. Children will use smaller brushes to paint on detail – markings, eyes etc.

Acrylic will dry quickly, so sponge details, using metallic paint, can be applied at the end of painting process.

TOP TIP Once paint is dry a layer of PVA painted onto the model will dry to a shiny finish.

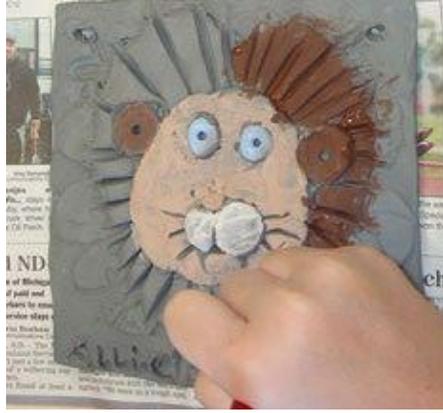
Skills

- *Use thick and thin paintbrushes*
- *Mix primary colours to make secondary colours*
- *Add white to colours to make tints and black to make shades*
- *Use some of the ideas of artists studied to create pieces.*



Further activities

Make a clay relief tile of the flags from each country, or a simple lion face. The lion's mane can be made from clay rolled into thin 'sausages'.



Clay can also be used to make a small coil pot to create a leprechaun's hat, and then used as a pencil pot. (A small yoghurt pot inside, will ensure it can be used as a plant pot. Unfired clay is not waterproof.)



Just for fun! <https://www.visitinvernesslochness.com/explore-the-scottish-highlands/loch-ness-myths-and-legends/>

Resources:

Thick and thin paint brushes – (you will need 3 packs for a class of 30) <https://www.tts-group.co.uk/long-round-hog-hair-paint-brushes-assorted-30pk/1000215.html#>

Acrylic or poster paints - <https://www.tts-group.co.uk/tts-ready-mix-assorted-pack-600ml-20pk/1000136.html>

Metallic acrylic paints - <https://www.tts-group.co.uk/pearlescent-and-metallic-acrylic-paint/1005558.html>

Air Dry Modelling Clay - (you will need approximately 250g per child) [https://www.tts-group.co.uk/tts-air-dry-modelling-clay/1013256.html?cgid=Primary-Art Craft -- Design-Modelling](https://www.tts-group.co.uk/tts-air-dry-modelling-clay/1013256.html?cgid=Primary-Art%20Craft%20--%20Design-Modelling)

Long pipe cleaners - (2 per child) <https://www.tts-group.co.uk/pipe-cleaners-300mm-x-4mm/1016473.html>

Masking tape – 48mm wide <https://www.tts-group.co.uk/masking-tape-packs/1000795.html>

Modelling Tools - 3 packs for 30 <https://www.tts-group.co.uk/plastic-clay-modelling-tools-12pk/1000417.html>

White card, Newspapers

Household sponges cut into small pieces



Please feel free to contact us with any questions:

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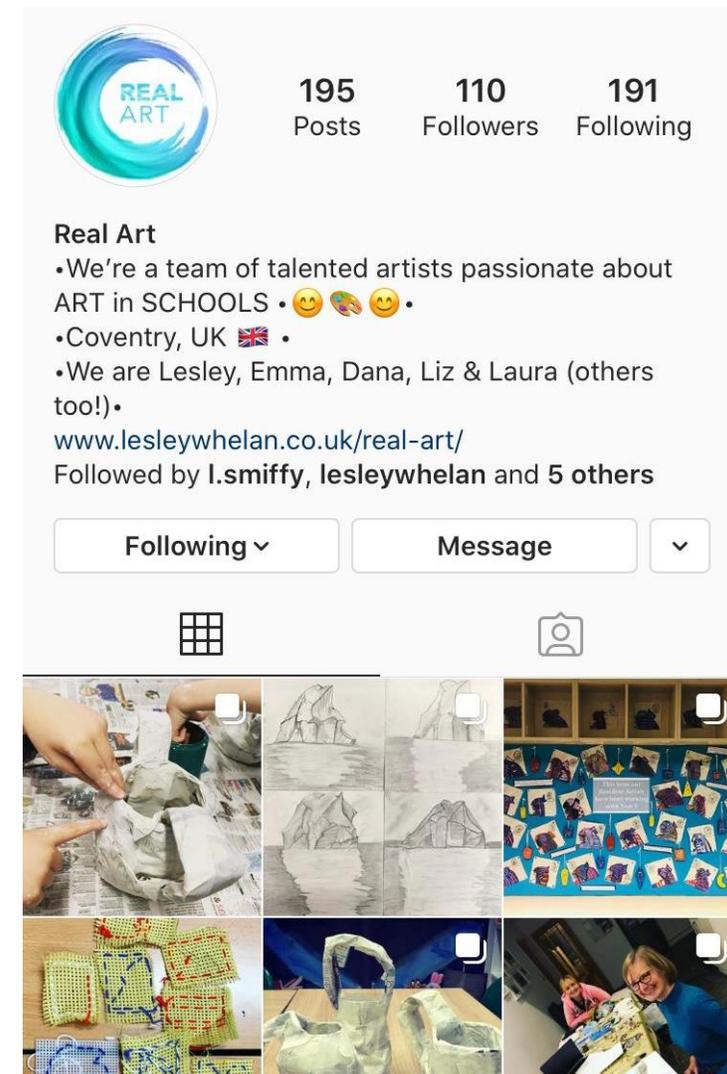
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Yr 2 - Spring		Milestone 1 by Year 2	Milestone 2 by Year 4	Milestone 3 by Year 6	More and Most able
To develop ideas		<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different 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.

