

The Valley Primary School

Art and Design Plan

Summer 2 Class 2

Fruit and Vegetables.

Unit Overview:

This Fruit and Vegetable unit will teach your class about how to use pencil, colour, paint, clay peppers and textiles to create quality art work that shows progression in their skills. The children will also have the opportunity to explore the work of the designer, Carl Warner, textile artist, Michael Brennand-Wood and Italian painter, Caravaggio. The pack contains six lesson plans with their own lesson presentations, corresponding lesson resources, two home learning tasks, challenge cards and a pack of fact cards.

Vocabulary:

Line, pattern, tone, smudge, blend, mark, self-portrait, hard, soft, light, heavy, jagged, smooth, texture,

Learning Sequence & Objectives	Activities	Resources
<p>To draw details carefully and talk about some 'fruit and vegetable' paintings.</p> <p>Key Vocabulary:</p>	<p>Fruit Paintings: Give the children a picture of one of the Fruit Paintings (from the Photopack) to answer the Prompt Questions with their partner. Feedback as a class. What A Good Pepper In Charcoal Looks Like: Give the children scraps of paper for playing with the charcoal. Can the children make a bold mark? A smudged mark? A soft mark? Who can make a sharp mark, so sharp that it could cut your hand? Make a fast mark, a slow mark, a lively mark, an angry mark... How is the charcoal used differently to achieve these different marks? Compare the drawings of peppers. What are the differences between the them? How would you describe their shapes? Notice the</p>	<p>Lesson Pack Charcoal and white crayon/pencil Newspaper (to cover the tables with) Sketchbooks/A3 grey paper Aprons (optional)</p>

<p>Line, pattern, tone, smudge, blend, mark, self-portrait, hard, soft, light, heavy, jagged, smooth.</p>	<p>use of white pencil in each of the drawings. The children complete pepper drawings in charcoal and white pencil/crayon. (The important part is the looking. The more looking at the object, the more detailed the drawing will be. Also, make sure the children do a big enough drawing so that the detail can be seen). Look for different types of marks e.g. hard, soft, light, heavy, jagged, smooth...</p> <p>LA/MA - Make sure the drawing nearly fills the whole page. Draw about 4 dots on the page showing where the drawing will reach to and from when finished.</p> <p>HA - Find out more about Braque's life and work to understand why his paintings are so different. Braque v. Claesz: Compare the two paintings. Which image would you have at home? Why?</p>	<p>Scrap paper Hairspray to fix the charcoal 1/2 a pepper per child</p>
<p>To sculpt clay.</p> <p>Key Vocabulary: Texture, shape, line, pattern, form.</p>	<p>Arcimboldo's 'The Gardener': What do the children notice about the image? What a Good Pepper in Clay Looks Like: Identify what the children like about these peppers. Ask the children to decide what they would like to do better when they sculpt their peppers. Discuss this with talk partners. How To Make a Basic Pepper Shape: Show the children how to soften the clay by kneading it. Model rolling the clay. See the Step by Step Clay guide. • Roll some of the clay into a tennis ball size. Using your thumb, press a hole into almost the centre of the tennis ball shape. This will be part of the centre of your pepper. • Press another hole about a centimetre away from the first. You should now have two chasms (deep holes) in the tennis ball to represent the internal structure of the pepper. • Work your design into the clay and shape it using clay tools. The children create a pepper sculpture based on their observational drawing in sketchbooks/on paper. (Make sure that the seeds inside the pepper are joined really well because if fired in a kiln these parts will pop off when the clay cooks.) Train the children to keep their working space very tidy. This makes it easier to tidy up the clay and less clay will be squashed into the floor. Having a rule that there are no more than 2 separate pieces of clay at any one time on the board helps to do this. There should be no scraps of clay visible in the working space.</p> <p>LA/MA - Work with a partner to manipulate the clay.</p> <p>HA - Make sure to work on the appearance of the outer skin of the pepper.</p> <p>Working With Clay: On individual whiteboards, ask the children to identify the trickiest moment when making the pepper, then the moment the children enjoyed the best. Share ideas and discuss how and why the tricky moments could be made easier next time.</p>	<p>Lesson Pack Sketchbooks/grey paper for charcoal pepper drawings Tablecloths Boards Rolling pins Clay tools for finer details Aprons Clay</p>
<p>To show colours and talk you about a 'fruit and vegetable' sculptor.</p> <p>Key Vocabulary: Line, pattern, texture, form, shape, tone, structure, veins, seeds.</p>	<p>All About Carl Warner and Fruit and Vegetable Sculptures: Carl Warner: Give the children a copy of one of the sculptures (from the Photo pack) to answer the Prompt Questions with their partner. Feedback as a class.</p> <p>Red Cabbage: Show the children pomegranates, red cabbages, kiwis...whatever your budget allows! Suggestions about how to present the fruit and vegetables are outlined in the 'Resources' section of this plan. Compare two of the fruits or vegetables. A visualiser/projector would help with this. What are the differences between the two? How would you describe their shapes? Look at the veins, patterns, seeds, structures and lines. Can the children think of different ways to use the pastels/pencils? Think of ways to make patterned marks. What happens when you put one colour on top of the other? What A Good Fruit Or Vegetable In Colour Looks Like: Which fruits or vegetables do you think the children have drawn in these pictures? Answers in order: (first slide) kiwi, red cabbage (next slide) pineapple, red onion.</p>	<p>Lesson Pack Coloured pencils or oil pastel</p> <p>Visualiser/projector (optional)</p> <p>Sketchbooks</p> <p>Individual magnifying glasses Fruits and vegetables – cross sections or whole</p>

	<p>The children complete an observational drawing of a fruit or vegetable in coloured pencil/oil pastel. Start the drawing in the middle of the paper and work outwards. (Make sure the children do a big enough drawing so that the detail can be seen. Look for different types of marks e.g. hard, soft, light, heavy, jagged, smooth...and evidence of experimenting with colours).</p> <p>LA/MA - Draw about 4 dots on the page showing where the drawing will reach to and from when finished.</p> <p>HA - Design a landscape scene using only fruit or vegetables as the media. Compare different drawings of fruit and vegetables using a visualiser/scanner. Pick out good examples of observational use of colour.</p>	<p>fruits/vegetables (depending on the most interesting view).</p> <p>Ideas: pomegranates (cross section), red cabbages (cross section), cherries (cross section), raspberries (whole), strawberries (cut or whole), oranges (cross section), pineapples (whole), red onions (cross section), kiwis (cross section), big mushrooms (gill side up).</p>
<p>To paint a fruit or vegetable picture and talk about the artist Caravaggio.</p> <p>Key Vocabulary: Blend, mix, line, tone, texture, shape.</p>	<p>All About Caravaggio and Caravaggio: Give the children a picture of one of Caravaggio's paintings (from the Photo Pack) to answer the Prompt Questions with their partner. Feedback as a class.</p> <p>Discuss how light is used in Caravaggio's paintings, particularly in reference to his fruit and vegetables. What kind of colour paint might you use to lighten your fruit or vegetable painting?</p> <p>What A Good Painting Of A Fruit Or Vegetable Looks Like: Compare the two paintings of fruit. What are the differences between the two? How would you describe their colours? How have the children blended or mixed some colours? Why might you need to use light when mixing colours today? Always Remember To Wash And Wipe: Explain that the children must fill the page with the painting. The children can use white to lighten colours. The children will mix and select colours to do a fruit and vegetable painting. (Look for evidence of colour mixing, use of white to lighten colours, discipline with the 'WASH AND WIPE' technique and the ability to fill the paper).</p> <p>LA/MA - Use the thickest brush and a more limited palette.</p> <p>HA - Give a range of brush thicknesses to extend the opportunity for skill development. What do you think Caravaggio would say about your painting? Did you need to lighten your colours or show lighting as Caravaggio would have done?</p>	<p>Lesson Pack Paint (including white), brushes, pots, aprons, tablecloths.</p> <p>Fruit and Vegetables: cross sections or whole</p> <p>fruits/vegetables (depending on the most interesting view).</p> <p>Ideas: pomegranates (cross section), red cabbages (cross section), cherries (cross section), raspberries (whole), strawberries (cut or whole), oranges (cross section), pineapples (whole), red onions (cross section), kiwis (cross section).</p>
<p>To use my sketchbook and talk about the artist Michael Brennand-Wood.</p> <p>Key Vocabulary: Pattern, line, texture, colour, shape.</p>	<p>All About Michael Brennand-Wood and Michael Brennand-Wood: Give the children an image (from the Photopack) to answer the Prompt Questions with their partner. Feedback as a class.</p> <p>Step By Step Softie: Explain to the children that they will be using their observational work and their imaginations to produce a 'softie' that reflects this unit of work.</p> <p>Step By Step Softie Stage 1: The children will design their 'softie' shape using pencils or washable felt tips. The children then draw their pattern onto the first fabric square and start to sew and apply decorations. (This lesson is easier to manage and resource if every child designs the same vegetable e.g. red cabbage. The range of colours and decorative materials can be controlled and preparation of the tables is easier. Use the Step By Step Softie resource to help). At the end of the activity children put their work and any materials (eg thread) still needed into sandwich bags labelled with their name.</p>	<p>Lesson Pack</p> <p>Sketchbooks</p> <p>Pencils or washable felt tips</p> <p>Sandwich bags (large, with a seal)</p> <p>Textile squares (plain, light coloured thin fabric that will be easy to sew) approx. 20cm x 20cm</p> <p>Decorative materials: sequins, beads, embroidery threads and cottons, fabric paints (optional),</p>

	<p>LA/MA - Draw the softie design for the child – colour code the lines drawn to match the thread needed for that line. Select the decorations and threads suitable for the child's fruit/vegetable. Thread needle for the child. Use thicker needles and thicker thread e.g. embroidery thread/wool.</p> <p>HA - Use different shades of the same general colour throughout – chop and change during the design between these colours to develop a sophisticated effect. Comparing Artists' Work: Compare the work of Michael Brennand-Wood and Sophie Standing. Talk partners need to write 4 words that spring to mind when they look at the work of both of these artists. Discuss words as a class.</p>	<p>needles, scissors.</p>
<p>To finish my softie.</p> <p>Key Vocabulary: Pattern, line, texture, colour, shape.</p>	<p>The YES/NO Game: Play the 'YES/NO' game. Partner A thinks of a vegetable or fruit. Partner B can ask questions to find out which fruit or vegetable is the answer. Partner A can only answer 'yes' or 'no'. Put These Softie Making Steps In The Right Order: Ask the children to look at the stages of the softie making process and put them in the right order. Step By Step Softie: (Children should have completed steps 1 & 2 in the previous lesson. Use the Step By Step Softie resource to help.) The children go and finish the decorations on their softies and assemble the mini cushion. (Check that the softies are neatly finished at the bottom – this can be tricky)</p> <p>LA/MA - Pair up with a more able child/adult to supervise sealing the bottom of the softie.</p> <p>HA - Use a range of coloured threads and a range of beads and buttons. The finished piece should show a combination of different shades of the same colour and careful sewing work. Reflecting on Your Artwork: Which piece of 'Fruit and Vegetable' artwork over the last few weeks do the children think shows their best work? Why? What does it show?</p>	<p>Lesson Pack</p> <p>Decorative materials: sequins, beads, embroidery threads and cottons, fabric paints (optional).</p> <p>Finishing materials: stuffing material</p>

Cross Curricular Links:

Science: Forces

History: Toys

English: Stories/poems including toys and monsters.

Health and Safety

Take care when handling needles during the sewing tasks in 'Designing Fruit and Vegetable 'Softies' on Fabric' and 'Finishing Fruit and Vegetables 'Softies' in Fabric'. Only adults should cut the fruit and vegetables that present better as cross sections. Check for any allergies in relation to the handling of fruit for any of the lessons in this unit.

Christian Distinctiveness

Jesus the carpenter.

God made creatures

