

Year 3

ART - STILL LIFE (FRUIT AND VEGETABLES)

SKILL - Use line, mark and colour to create a composition

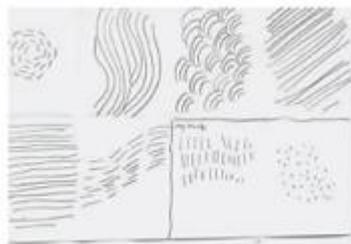
Lesson 1 – DRAWING

WALT: Investigate different marks that can be made using pencils.

Go outside and ask children to talk about the different lines they can see. Collect lines to bring back to the classroom.

INVENTING MARKS

Ask the children to fold a piece of A3 paper into 8 and invent six different marks, repeated to fill 6 of the spaces. Then look at and discuss a black and white photocopy of an image by Vincent Van Gogh and compare their marks with his. Ask them to find two marks that he has made and they have not and repeat these marks in the remaining spaces.



Sketchbook work showing marks made in response to Vincent Van Gogh's paintings.

EXPLORE SHADING

Take a line for a walk. Ask the children to work from the centre of a piece of paper outwards. Within the spaces created, explore light and dark shading. i.e. holding the pencil horizontally and using the side of a pencil point and different pressures to explore a range of shades. Also show the children the technique of hatching, (making parallel lines across a shape), and crosshatching, (criss-crossing parallel lines to achieve layers of dark tone) to create 3D shapes – link to fruit.

Lesson 2 – DRAWING

WALT: Develop work with a focus on pattern, line and shape.

PRIOR TO LESSON: Ask children to bring in items that have a pattern e.g. fabrics, wallpaper.

PATTERNS

Ask children to collect together ideas of all kinds of patterns and stick in sketchbook to make a collage. Ask the children to use a viewfinder to select an interesting section of a patterned item – or patterns in fruit. Ask them to focus on the lines and shapes in the pattern and produce drawings in their sketchbooks. Use different combination of colours in experimental work.

OPTIONAL - RESEARCHING PATTERNS FROM OTHER CULTURES

Children make their own collections of patterns from other cultures (link to RE unit). Ask children to use a viewfinder and focus on a particular part of the pattern. They may wish to draw or make collages from printed material.

DESIGNING A PATTERN

Out of all the patterns you have seen, which is your favourite? Children choose a part of that pattern, a shape for example, or perhaps a line and use to create their own abstract drawing based on the concept of pattern.

Lesson 3 – PAINTING

WALT: Mix colour tints using primary and secondary colours and white.

PAINT CHARTS

Ask the children to collect paint charts and make collections of colours in their sketchbook (sort into families of colours).

Investigate the range of colours within each family, yellows, reds, blues, greens, oranges, purples and browns. Experiment with adding white to primary and secondary colours to produce a range of tints. e.g. white + 2 yellows, white + 2 reds, white + 2 blues.



Paint chart.

Colour mixing experiments.

DRAWING AND PAINTING FRUIT

The aim of the next activity is to make a link between the colour-mixing experiments and colours that children can see in fruit and vegetables. Display a range of different fruits and vegetables - whole and cut in half - that have clear and distinct colours. Discuss the colours, tints and shades that children can see. *What colours can you see in this watermelon?* Model painting the fruit using tints and shades to add depth and texture. Talk to the children about the tone of a colour (the lightness or darkness of it).

Once children get the idea, they can paint and draw a



Class image in the style of Van Gogh produced by each child responding to marks made in a single strip of the painting.



Developing and enlarging patterns.

REFLECTION

Discuss the work produced and ask the children to identify what they think and feel about their own and others' work - record in their sketchbooks. Talk about improvements and developments that they would like to make in future work.



Collograph blocks.

line of different fruit and vegetables in their sketchbooks. Give children a thick and thin brush and ask them which brush is best for detail. Allow children to explore overpainting by combining paint and pastel.

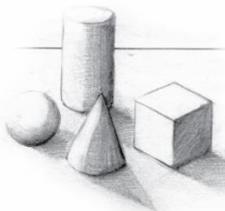


Lesson 4 – PAINTING

WALT: Make a practical response to the work of Paul Cezanne

WARM UP – LINE AND TONE

Before thinking about colour, first talk about the shapes of the different fruit and vegetables. Have a selection of 3D shapes on the table. Ask children to begin by sketching a circle. How can we make this look three-dimensional? Children experiment with cross-hatching and shading to add tone.



STILL LIFE PAINTING

Ask the children to look closely at a painting “Still Life with Fruit Basket” by

Lesson 5 – PRINTING

WALT: Use a roller and printing ink to experiment with mark making.

USING A ROLLER

Demonstrate how a slab should be 'inked up' using a roller and black block printing ink. Ask the children to experiment with the correct thickness of ink and to ink the slab by rolling in different directions, e.g. north/south and east/west and lifting the roller at the end of each roll in order to spread the ink evenly and quickly. Invite the children to use roller and ink to create a series of marks and lines

Lesson 6 – PRINTING

WALT: Investigate surface printing collograph blocks onto different surfaces.

MAKING THE PRINTS

Explain to the children that they are going to surface print their collograph blocks. Ask the children to ink up the slabs with coloured ink.

Demonstrate inking- up the collograph by rolling ink from the slab onto the block in both directions i.e. north/south and east/west.

Show the children how to place the block face down on the paper, and rub firmly on the back to produce the print. Ask the children to produce a number of prints from the block onto different surfaces.

Emphasise the opportunity to produce multiple prints from relief blocks to make a

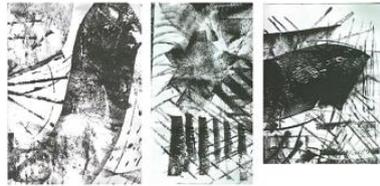
Paul Cezanne. Encourage them to look closely at the brush strokes, the thickness of the paint (impasto) and the range of reds and oranges used within the fruit.

In sketchbooks, explore the use of colour temperature and thick impasto paint, encouraging the children to mix powder paint and ready-mix together and use different tools to apply the impasto. Talk about the still life you have made in the classroom. Get the children to think about the way the fruit is arranged. Begin by asking children to mix a very pale colour in the mixing palette - a light blue works best. They can use the pale paint to draw the arrangement of fruit and vegetables, using a thin brush.

Encourage children to think big and fill their paper with colour. After filling the paper with basic colours and shapes of the still life, get children to paint areas that are more detailed.



Finish off by having an exhibition. Talk about the work and earlier explorations.



Exploring marks that can be made with a roller.

MAKING COLLOGRAPHS

Show the children some examples of collograph prints and explain that they are going to use the collograph, printing block process to develop their designs.

Cut open some fruit with interesting patterns and discuss the shapes children can see.

Demonstrate the process:

1. Take a square of strong corrugated card as a base and cut lines and shapes from another piece of cardboard.
2. When satisfied with the design stick the pieces onto the base with PVA glue.
3. Seal the blocks with a thin layer of PVA glue.

Explain that this process provides the opportunity for repeat printing. Give the children the opportunity to produce more than one collograph block. Encourage children to have different raised shapes on the surface.

repeated pattern. Flip and rotation could be explored using ICT skills.



Ask children to explore printing with the actual fruit and vegetables by inking up the surface texture.

There are many variations to this activity. For example, a brush could be used to apply different coloured inks to different raised shapes. Alternatively, when the prints and the blocks are dry, the children could try a new colour ink on their block and overprint the colour.



Application of Skill

TASK SHEET

Use line, mark and colour to create a composition

1. Create a detailed sketch of a fruit or vegetables using shading and mark making techniques.
2. Compose and paint a still life using fruit and vegetables demonstrating a range of colour temperatures (tints and shades). You must use a pale paint to draw the arrangement of fruit and vegetables.
3. Design and make a collograph relief print to produce a repeated pattern exploring shape and colour.
4. Research about great still life artists and produced a detailed study and analysis into one of their art works e.g. *Paul Cezanne, Vincent Van Gogh, Henri Matisse, Claude Monet, Giorgio Morandi, Pieter Claesz.*