

Bicycle Project-Learning Objectives

- To understand key elements of BICYCLE drawings and paintings
- To understand and explore drawing techniques taking inspiration from different artists including Rosina Wachtmeister, Elizabeth Frazer and Dolan Geiman
- To explore and use studied techniques in colour, paint and colour layering
- To understand layout and relationship of parts and elements of the bicycle
- To explore and understand bicycles in different cultures around the world
- To understand the history of the bicycle
- To explore areas of drawing with shapes, sizes, sections and proportions
- To explore and refine drawing and collage techniques
- To understand and explore areas of dark, light, shadow, tone and line
- To research and be aware of world cultural differences and similarities
- To understand bicycles in sculpture, museums and street art

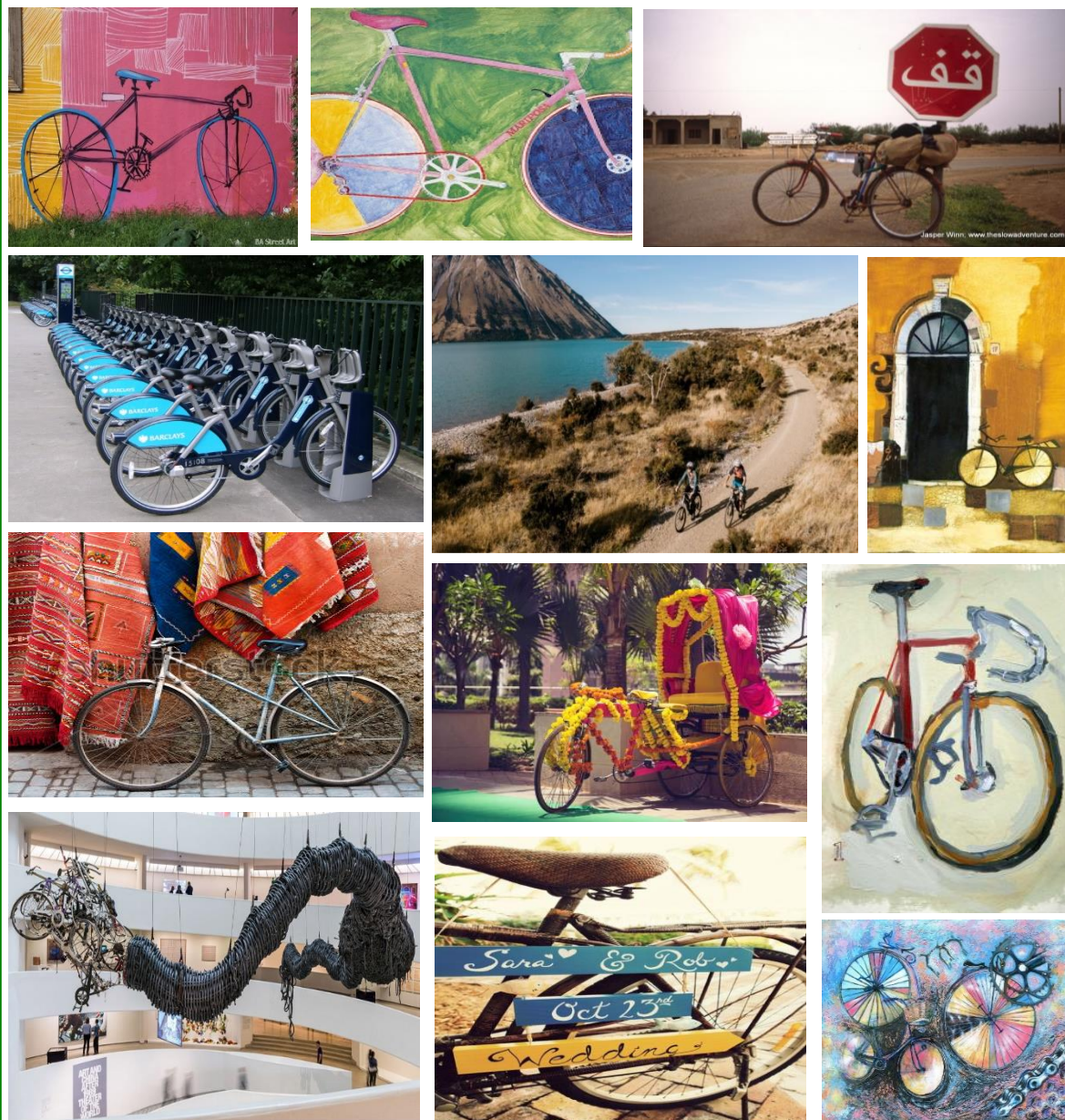
Content

- Students will be taught about health and safety, the colour wheel, primary, secondary and tertiary colours, drawing techniques.
- Students will be taught about pencil drawn techniques, colours, colour layering, non perspective and abstract drawing.
- Students will be taught how to analyse images and paintings, using their skills with oracy, class discussion and written work.
- Students will talk about and discuss the strengths and areas of development of their own work through ORAL, written, self and peer assessment.
- Students will explore visual ideas and themes which involve bicycles
- Students will create personalised work taking inspirations from a range of artists and photographers.
- Students will study the works of the artists – Holly Wells, Carina Di Bella, Rosina Wachmeister, Elizabeth Frazer, Jeffery B. Gribble, Dolan Geiman, Art & China at the Guggenheim Museum, Ai Weiwei, Linda Apple
- Students will complete a final piece at the end of this unit.

Key Words

Pattern, cycles, bicycles, wheels, handles, close up, weddings, abstract, paintings, depth, content, detail, background, middle ground, foreground, crayons, colour, colour mixing, saddle, seat, Morocco, New Zealand, London, India, chain, pedal, Linda Apple, Rosina Wachtmeister, Venice, crank arm, floral, decoration, Tour de France, paints, multi coloured, collage, colour layering, Guggenheim Museum, bicycle parking.

Images



Still Life, Simon Laurie Project-Learning Objectives

- To learn about the Scottish STILL LIFE painter and artist SIMON LAURIE
- To learn about and explore drawing ideas featuring key elements from the works of this artist.
- To learn about and explore ideas and techniques through watching recorded clips and power point presentations
- To learn about his ideas about grouping everyday objects which reflect his cultural interests and surroundings
- To explore drawn ideas reeving them into finished coloured pieces
- To apply knowledge and understanding to own work.
- To layer colours and materials onto own work through focussed drawing and selection of materials and techniques
- To build and secure knowledge and understanding
- To create a final piece at the end of this unit.

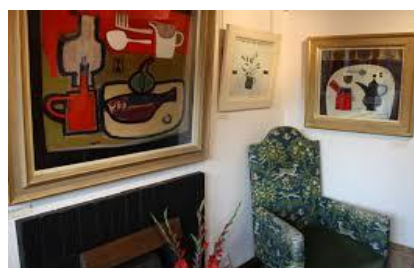
Content

- Students will learn about the background of the artist SIMON LAURIE
- They will learn how to draw and focus on key elements of the works and paintings of SIMON LAURIE
- Students will learn the aspects of non perspective drawing and colour work
- The will learn how to add key features to their own work
- Students will learn how to focus and add relevant and accurate detail to their own work, layering with colour techniques
- Students will understand the use and inclusion of recycled appropriate materials.
- Students will include numeracy and literacy into their work
- Students will self and peer assess work and oracy will be included in all Art lessons
- They will complete a final piece at the end of this unit.

Key Words

Watermelon, knives, everyday objects, jugs, jars, pots, plates, environment, recycle, reuse, renew, grapes, non perspective drawing and painting, painting, studio, Glasgow, Scotland, IRN BRU, fish, cups, saucers, watermelon slices, lemons, apples, pears, croissants, teapots, spoons, chopping boards, colourful, pomegranates, flowers, slices of fruit, deep and bright colours, acrylic and oil paints, paper, drawing, collage, tables, background, settings, surroundings, Scottish culture

Images



Learning Objectives

- To learn about key elements regarding Indian Shisha textiles designs.
- To explore ideas through drawing and adding key elements.
- To understand where these designs can be found.
- To explore and experiment with drawn and colour and design ideas.
- To explore and refine drawings and colour work.
- To research independently and seek factual and visual evidence.
- To explain own work and influences and use oracy, literacy and numeracy to explain and explore ideas and themes.
- To complete a final piece at the end of this unit.

Content

- Students will learn that there are many different aspects to Indian shisha designs, and the strong cultural influences that are present.
- Students will learn about different cultural and religious beliefs and how these influence design aspects and content.
- Students will learn and explore design ideas and the content of specific shapes, patterns and key elements with greater accuracy.
- Students will watch clips which show craftspeople at work and other design ideas and finished pieces of work.
- Students will use oracy, numeracy and literacy during the course of this unit.
- Students will learn about how these patterns and designs are carried forward and influence the work of craftspeople and designers.
- Students will create a final piece at the end of this unit.

Key Words

Mirrors, shishas, reflection, Indian, Gujarat, Rajistani, cholis, lenga, blouses, dresses, bags, embroidered, detailed, symmetry, colourful, cultural, celebrations, weddings, patterns, textures, designs, embedded mirrors, silver jewellery, costumes, cushions, umbrellas, wall hangings, stitching, irregular, layering, key features.

Images

