

Plants and Animals

Art Extension Activities



Art and Design Extension Activities

The Art and Design extension activities linked to the 'Plants and Animals' project provide the students with opportunities to use ICT to either research or produce work.

The extension activities are not required to complete the project but provide other learning opportunities.

The activities will enable students to explore line, shape, colour and texture in natural forms. They will make observations of natural objects and use their observations as the basis for other activities.

ICT Opportunities

Students could use digital or video cameras to record observations.

Students could use digital images as a starting point for their work.

Students could scan their work to create an art gallery on their school web site.

Students could use the Internet to find information about artists and examples of their work.

Step	Title	Notes
1	Animal Portrait	Develop knowledge of how to create an observational drawing.
2	Patterns in Nature	Develop knowledge of how to create an observational sketch of patterns seen in nature.
3	The Snail	Representing the work of Henri Matisse.
4	Pattern	Using a digital image as a starting point.

Resources
<p>Suggested</p> <p>drawing materials, e.g. pencils charcoal, soft pastels, oil pastels, wax crayons, block, powder or liquid paint, large, medium and small bristle paint brushes,</p> <p>photos,</p> <p>photographs, magazine cuttings of people in action</p> <p>examples of the work of <i>David Shepherd</i></p> <p>images of wild animals</p> <p>Digital camera</p>

Vocabulary
<p>line bold feint bright dull</p> <p>light dark blending long oval</p> <p>smooth crinkly rough zig zag spiral</p> <p>twirl curved straight</p> <p>light dark blending long</p> <p> outline</p> <p>representation portray depict</p> <p> observe</p>

Expectations for this activity
<p>Most students will be able to</p> <ul style="list-style-type: none"> • Define the meaning of a portrait • Investigate and use drawing and painting materials and techniques • Suggest ways to improve their work • Collect visual information to support their work • Communicate movement in a visual form • Represent figures in movement <p>Some students will be able to</p> <ul style="list-style-type: none"> • Select visual information to support their work • Analyse and comment on ideas and methods of representation

Objectives	Lesson Activities	Outcomes	Notes
Students develop observational skills.	<ul style="list-style-type: none"> Show the students examples of animal paintings. Discuss why an artist should want to paint a picture of a wild animal. Ask the students what a portrait is. Ask why a person might have an animal portrait painted. Using a selection of animal portraits discuss with the students the techniques that have been used to produce realistic representations of the animals. 	<p>Students are able to define techniques that are used in portrait painting.</p> <p>Students are able to define what a portrait is.</p>	<p>Use web site links to choose selection of animal paintings to be used. http://www.shepherd.info/</p> <p>Use interactive whiteboard to show examples of animal painting.</p>
Students choose a method, materials and techniques to create an animal portrait.	<ul style="list-style-type: none"> Discuss with the students what they could use to make a portrait of either their pet or a wild animal. Students choose a medium to use make a portrait. Students practise techniques – shading, colour mixing, ICT tools – fill, spray, mark making 	<p>Students are able to use different medium to create a portrait.</p> <p>Students are able to use a variety of creative techniques.</p>	<p>Is the animal portrait is to be colour or black and white?</p> <p>Enable students to practise techniques using their chosen medium.</p>
Students create an animal portrait.	<ul style="list-style-type: none"> Students use their chosen medium and technique to create their animal portrait. 	<p>Students are able to create an animal portrait gallery.</p>	<p>Scan the animal portraits for use in an art gallery on the school web site.</p>
Students evaluate their work, deciding any changes they would make.	<ul style="list-style-type: none"> Students share their work. Students discuss what they would change in their work. 	<p>Students are able to say what they like and dislike about a picture.</p>	

The focus of the activity is for the students to appreciate the work of an artist and to make their own representation of the work of that artist.

Objectives	Lesson Activities	Outcomes	Notes
<p>Students will be able to identify the techniques that artists use to show patterns in nature.</p>	<ul style="list-style-type: none"> • Using the web site link show the students The Snail by Henri Matisse. • Discuss the techniques used by Matisse to create The Snail. • Give the students a selection of coloured squares. <p>Younger students</p> <ul style="list-style-type: none"> • Give the students a snail line. • Students arrange their coloured squares on the snail line to form a ‘snail’ pattern. <p>Older students</p> <ul style="list-style-type: none"> • Students draw their own snail line. • Students arrange their coloured squares on the snail line to form a ‘snail’ pattern. 	<p>Students are able to recognize and record patterns in nature.</p> <p>Students are able to successfully record patterns in nature.</p>	<p>Use web site links for examples. http://www.tate.org.uk/imap/pages/animated/cutout/matisse/snail.htm Henry Matisse The Snail Students could use the digital camera to record natural objects in the school environment that have observable patterns.</p>
<p>Students evaluate their work, deciding any changes they would make.</p>	<ul style="list-style-type: none"> • Students share their work. • Students discuss what they would change in their work. 	<p>Students are able to the success of a medium used to represent a pattern found in nature.</p>	<p>Encourage the students to evaluate the success of other students work as well as their own.</p>

The focus of the activity is for the students to use the digital camera to record observations of a pattern in nature.

Objectives	Lesson Activities	Outcomes	Notes
<p>Students use a digital image as a starting point.</p>	<ul style="list-style-type: none"> • Students investigate the immediate environment of the school to find patterns in nature. • Students record the patterns they find using a digital camera. <p><i>Either</i> display the images on a whiteboard. <i>Or</i> download and print the images.</p> <ul style="list-style-type: none"> • Discuss with the students the patterns they can see. • Use a frame to select a part of the pattern to look at in more detail. • Discuss the shapes of the pattern within the frame. • Students experiment in making their own representation of the pattern. <p>Younger students</p> <ul style="list-style-type: none"> • make a representation of the pattern using, pencil, crayon or charcoal. <p>Older students</p> <ul style="list-style-type: none"> • make a representation of the patterns using a chosen medium. <p>Students create a montage display using the photos and their representations.</p>	<p>Students are able to use a digital camera.</p> <p>Students are able to use the image from a digital camera as a starting point.</p> <p>Students are able to select and make a representation of a small section of a larger pattern.</p>	<p>Have available some appropriate size frames for the students to use to select the area of the pattern they are going to use.</p> <p>Encourage the students to be responsible for making the montage of their own work.</p>
	<p><i>Optional Activity</i></p> <p>Use the images in a ‘Guess What’ quiz.</p>		

Extension Activity Resources

Internet Link	Description
http://www.shepherd.info/	Examples of the work of David Shepherd.
http://www.edwinclarefinearts.co.uk/gallery.htm	Gallery of David Shepherd paintings.
http://www.chelmerfineart.com/biography.asp?a=8825	Short Biography of David Shepherd.
http://www.petsandportraits.co.uk/dog_portraits.shtml	Examples of Pet Portraits.
http://www.standards.dfes.gov.uk/schemes2/art/art2b/?view=get	QCA Art and Design Unit 2B Mother Nature Designer.
http://www.standards.dfes.gov.uk/schemes2/art/art3b/03bq1?view=get	QCA Art and Design QCA Unit 3B Investigating Pattern.
http://www.tate.org.uk/imap/pages/animated/cutout/matisse/snail.htm	Henri Matisse 'The Snail'.