



# Art and Design Artist Study

Years 1-4

# Summer Term Artist Study - Rebecca Vincent Year 1

Learning Sequence		
1.	Sketching Recap	Children to use HB pencil. Children to explore different sketching, techniques - hatching, cross hatching, stippling, scumbling, dashes, blending, smudging.
2.	Inspiration – Rebecca Vincent - Seasonal Landscape	Children to explore the work of Rebecca Vincent. Children to discuss what they like/dislike about her artistic choices. Look at a variety of pieces of her artwork and have a go at replicating her style.
3.	Experimentation and exploration - Sketching	Children to practise sketching using Rebecca Vincent's seasonal landscapes to create their own landscape. Children to employ different sketching, techniques - hatching, cross hatching, stippling, scumbling, dashes, blending, smudging.
4.	Experimentation and exploration - Colours	Children to use primary colours to make secondary colours with oil pastels. Children to experiment with different oil pastel techniques - heavy/light pressure, blending with white and black, smudging with finger.
5.	Experimentation and exploration - Texture	Children to overlap material to create layers of texture. Children to experiment with different materials (e.g. textured wallpaper) to create different textures.
6.	Final Piece	Children to independently create their own final piece using knowledge from each previous stage to inform their decisions.

# Rebecca Vincent



Born: Lancashire  
Nationality: British  
Specialism: Printmaking

In Rebecca's hands, the landscape undergoes a stylisation process that clarifies the pattern of fields and hedgerows into an almost abstract pattern of intersecting shapes. Add in strong colours and a variety of interesting textures and you have her distinctive landscape style.

There's no fabric or sewing in her work although there might seem to be on first glance. She captures impressions from textured wallpapers and fabrics in her work to convey the patchwork of fields, hills and hedgerows.



# Summer Term Artist Study – Emma Joustra Year 2

Learning Sequence		
1.	Sketching Recap	Children to use 2H, 2B pencils. Children to create tonal value scale. Children to explore different sketching, shading and tonal techniques - hatching, cross hatching, stippling, scumbling, dashes, blending, smudging using each different pencil.
2.	Inspiration – Emma Joustra – Digital Art	Children to explore the work of Emma Joustra. Children to express an opinion about her artistic choices. Look at a variety of pieces of her artwork and have a go at replicating her style.
3.	Experimentation and exploration - Digital	Children to explore 'sketching' digitally using new software (...). Children to practise sketching using Emma Joustra's artwork of Stone as inspiration. Children to have a go at replicating her style digitally.
4.	Experimentation and exploration - Sketching	Children to practise sketching using Emma Joustra's artwork to inspire their choices. Children to employ different sketching, techniques - hatching, cross hatching, stippling, scumbling and dashes. Children to discuss that not all our usual sketching techniques are able to be used when sketching digitally.
5.	Experimentation and exploration - Colours	Children to practise mixing primary and secondary colours using Emma Joustra's artwork to inspire their choices. Children to discuss that colours are limited and the ability to mix is not the same when painting digitally.
6.	Final Piece	Children to independently create their own final piece using knowledge from each previous stage to inform their decisions.

# Emma Joustra

Born: Staffordshire

Nationality: British

Specialism: Art Technology

Emma developed her style using skills she picked up art directing during a brief spell in advertising bringing ideas to life with marker pens and story boards.

After honing her skills creating etchings, she has since embraced art Technology.

Emma's pictures are all sketched, inked and then coloured with a digital pen. Each drawing takes between 30-40 hours.



# Summer Term Artist Study – Jean-Michel Basquait Year 3

Learning Sequence		
1.	Sketching Recap	Children to use HB, 2H, 2B, 4H, 4B, pencils. Children to create tonal value scale. Children to explore different sketching, shading and tonal techniques - hatching, cross hatching, contouring, stippling, scumbling, dashes, circulumism, blending, smudging using each different pencil.
2.	Inspiration – Jean-Michel Basquait	Children to express their opinions on his artistic choices. Look at a variety of pieces of his artwork and have a go at replicating his style.
3.	Experimentation and exploration - Sketching	Children to take self portrait photo and use this to trace and sketch over. Children to practise sketching using Jean-Michel Basquait's self portraits as inspiration. Children to employ different sketching and tonal techniques - hatching, cross hatching, contouring, stippling, scumbling, dashes, circulumism, blending and smudging.
4.	Experimentation and exploration - Colour	Children to use primary and secondary colours to make tertiary colours with acrylic paint. Children to experiment with different acrylic techniques - blending, sgraffito, dry brush, scumbling, stippling, wet on wet, wet on dry.
5.	Experimentation and exploration - Texture	Children to use acrylic paint to create texture. Children to experiment with different texture techniques - masking tape, pouring/dripping, dry brush, sandpaper, cloth.
6.	Final Piece	Children to independently create their own final piece using knowledge from each previous stage to inform their decisions.

# Jean-Michel Basquiat

Born: Brooklyn, New York

Nationality: American

Specialism: Graffiti Art

Basquiat started his artistic career under the alias SAMO, after spray-painting observations onto buildings and galleries in Manhattan.

There was clear artistic influence in his work from the music and sports industry of the 80's, with Basquiat's collection of jazz being his largest source of inspiration. Basquiat also took inspiration from the black athletes and jazz musicians of the era and featured them in his paintings as expression of his strong cultural identity.



He used a variety of products to create his artwork including acrylic, oil paint and spray paint on canvas, paper, linen, paper collage, crayon transfer and even doors!

Jean-Michel worked with the artist Andy Warhol several times throughout his life. Warhol would start the painting and then Jean-Michel would add graffiti style art to it.



# Summer Term

## Architect Study – Zaha Hadid, Thomas Heatherwick, Antonio Gaudi

### Year 4

Learning Sequence		
1.	Sketching Recap	Children to use all pencils inc. 6H, 6B, 8H, 8B. Children to create tonal value scale. Children to explore different sketching, shading and tonal techniques - hatching, cross hatching, contouring, stippling, scumbling, dashes, circulism, blending, smudging using each different pencil.
2.	Inspiration – Zaha Hadid, Thomas Heatherwick, Antonio Guadi What is an architect?	Children to research, make observations and express opinions on architectural designs and choices. Look at a variety of architectural designs and have a go at sketching them.
3.	Experimentation and exploration - Sketching - Fine Liner	Children to use <u>the photos to practise sketching in Zaha Hadid's style</u> using a fine liner pen. Children to employ different sketching, shading and tonal techniques - hatching, cross hatching, contouring, stippling, scumbling, dashes, circulism, blending, smudging. Children to discuss differences, pros and cons between fine liner pen and pencils.
4.	Experimentation and exploration - Sketching - Biro	Children <u>to use the photos to practise sketching in Zaha Hadid's style</u> using a biro pen. Children to employ different sketching, shading and tonal techniques - hatching, cross hatching, contouring, stippling, scumbling, dashes, circulism, blending, smudging. Children to discuss differences, pros and cons between biro, fine liner pen and pencils.
5.	Experimentation and exploration - Sketching - Ink (and Cardboard)	Children <u>to use the photos to practise sketching in Zaha Hadid's style</u> using ink. Children to employ different sketching, shading and tonal techniques - hatching, cross hatching, contouring, stippling, scumbling, dashes, circulism, blending, smudging. Children to discuss differences, pros and cons between ink, biro, fine liner pen and pencils.
6.	Final Piece	Final Piece Children to independently create their own final piece using knowledge from each previous stage to inform their decisions.

# Zaha Hadid

Born: Iraq  
Nationality: Iraqi, British  
Specialism: Architecture

An architect is a person who plans, designs and oversees the construction of buildings.



Born: London  
Nationality: British  
Specialism: Architecture  
and Design



# Thomas Heatherwick



# Antonio Gaudi

Born: Spain

Nationality: Spanish

Specialism: Architecture



