

Art project year 5


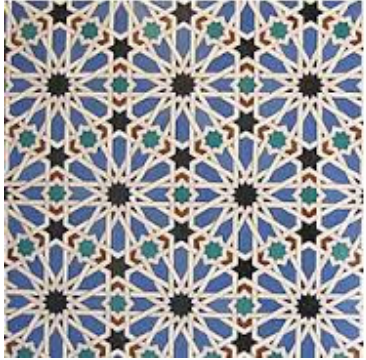

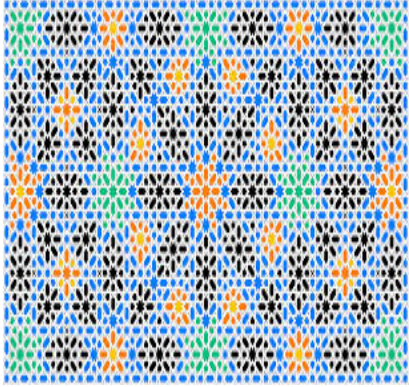
Islamic and geometric art	
<ul style="list-style-type: none">○ Overview of project stages○ 1. Research and homework set home (whole school)○ 2. Computer research in class○ 3. Designing printing block and patterns○ 4. Making printing blocks○ 5. Printing○ 6. Evaluating work○ NB Don't forget to take pictures with your cameras	NC Links:

Progression in pattern/printing Islamic and geometric art



LESSON 1		Time: 1hour
To research patterns		
Key Vocabulary:		Key Resources:
1 st Part of lesson: Introduction (minutes)	<p><u>Investigating</u></p> <p>Set children homework. Get children to find out about Islamic art and encourage them to do drawing and collect pictures.</p> <p>Introduce to the children they are going to take part in a whole school project. Some of their work might get chosen for a big display in school and other children's work may get chosen for a display in Ilford library or across the borough. Explain that the whole school will be doing this art project over the next few weeks. Show children PowerPoint on Islamic and geometric art. Explain to the children that they will need to find out Islamic and geometric art.</p>	
2 nd Part of lesson: Main Teaching (minutes)	<p>Show the children show some of work.</p> <p>What can they tell you about the picture?</p> <p><u>Content</u> <u>Looking at what the work is about. The subject matter of the piece.</u></p> <p>What do you think this work is about? What can you see in the painting / print / textile / sculpture / photograph etc? alter the way we see the work? When did the scene take place? Is it modern, old, ancient etc ? Is the artist trying to tell us a story or show his skill or record and event accurately ?</p> <p><u>Form</u> <u>Looking at the formal elements in the work of art.</u></p> <p>How have the parts been arranged or put together? Are they carefully positioned? Or haphazard / regular / balanced / random etc? Does the tone create space or make the objects look solid? What size and scale is the work? What clues are there?</p> <p><u>Process</u> <u>Looking at how the work has been made</u></p> <p>How would you describe the work? What terms do we use for work of this type? What materials have been used to make this piece of art? Are there a mixture of materials and media? What words would you use to describe the working methods employed? Carved / scratched / shaped / moulded / joined / cast / stitched / painted / smeared / printed etc?</p> <p><u>Mood</u> <u>Looking at the expressive qualities of the work, how it makes us feel, what it makes us think about.</u></p> <p>Is this an interesting piece of work? Is it happy? Does it make you feel sad,</p>	

	<p>lonely, unsettled, melancholy, like laughing or cheerful etc? What makes us feel this way? Do you think the work is purely for decoration or has it got a meaning? What was the artist trying to say through this work? What makes you think this?</p> <p>Context Looking at the wider view Do you know who created the work? When and where was it made? Are there any evidence or clues which tell us these things? Does this work have elements in common with other art forms of the time? Music, poetry, literature, film, fashion etc. What events were going on at the time? Is it linked to any historical, social or religious purpose? How do these compare? Are they similar / different? In what way?</p>
3rd Part of lesson: Independent Work (minutes)	<p>Get the children to research and collect information, pictures about Islamic and geometric patterns Create facts sheets or collect images for sketchbooks.</p>
Inclusion: (EAL, SEN and G&T)	<p>EAL, SEN working in mixed ability pairs. G&T collect more information</p>
4th Part of lesson: Plenary (minutes)	<p>In pairs children report back to the class what they have found out.</p>
Success Criteria/ Lesson Outcomes	<ul style="list-style-type: none"> • I can recognise Islamic and geometric patterns • I can collect images and pictures- Islamic and geometric patterns • I can collect information about Islamic and geometric patterns
Evaluation	

LESSON 2		Time: 1-1/2hour
LI: To select and choose colours To create a pattern		
Vocabulary Islamic Geometric pattern		Key Resources: Polystyrene, pencils
1 st Part of lesson: Introduction (5 minutes)	Designing Explain to the children that they will be creating their own patterns today based on Islamic and geometric patterns. In sketchbooks, children do different designs. Get the children to think about colours, and the shape. How the pattern might repeat? Islamic and geometric. Split the paper into 4 to create different designs.	
		
		
2 nd Part of lesson: Main Teaching (20 minutes)	Children choose favourite designs to create a pattern. These are the ones they will use to create their own printing block. They will make 2/3 printing blocks each. Or work with partner and share.	

	Once they have their ideas how the printing block will look they can experiment with different layout. See Examples. Give children different layouts to try out such as half drop. Use template.
3rd Part of lesson: Independent Work (25 minutes)	<p>Making Printing Blocks</p> <p>Tell the children today they will get the opportunity to make their own printing blocks. Based on their designs.</p> <p>Share and show examples of the different printing block, discuss with the children how they think they were made.</p> <p>Press print using polystyrene tiles.</p> <p>Demonstrate to the children how to make the printing block, each child will make 2/3 depending on ability in art.</p> <p>Children will need support to do this, so this could be done in small groups with LTA support.</p>
Inclusion: (EA, SEN and G&T)	<p>EAL/ SEN work teacher support</p> <p>Children will need support to do this, so this could be done in small groups with LTA support</p> <p>G&T to produce more intricate designs</p>
4th Part of lesson: Plenary (minutes)	<p>Children to evaluate their designs.</p> <p>What do they like, what could they change?</p> <p>Children can be reflective in their sketchbooks.</p> <p>Look at each other's work and evaluate.</p>
Success Criteria/ Lesson Outcomes	<ul style="list-style-type: none"> • I can sketch my ideas • I can design a pattern based on Islamic and geometric • I can create shapes for my printing blocks • I can make printing block (polystyrene)
Evaluation	

LESSON 3		Time: 1hour
LI: To create a Islamic/geometric pattern To think out layout of pattern To evaluate work/others		
Key Vocabulary: Layout Motif Design repeat		Key Resources: Printing tiles , paint , paper
1st Part of lesson: Introduction (minutes)	Printing Show powerpoint on layout for printing. William Morris Museum Explain to the children that today they will be making their own prints based on their own designs. Model tile to be used. Talk through reason for choice of colour, position on the paper. Do the shapes fit with each other? Things to consider; how does it look? Which colours are they choosing? How does it compare to the Islamic work how does it compare to their own design? Does the pattern repeat? Do they want keep it traditional colours? Do they want be more experimental with colours? What choice of paper will they use?	
2nd Part of lesson: Main Teaching (minutes)	Once they have their ideas of how the printing block will look they can experiment with different layouts. See Examples. Give children different layouts to try out such as circle or tessellation. Use template.	
3rd Part of lesson: Independent Work (minutes)	Children print their designs.	
Inclusion: (EAL, SEN and G&T)	G&T be more experimental SEN/EAL teacher support	
4th Part of lesson: Plenary (minutes)	Evaluation in the classroom; create a mini art gallery for children to look at work, think about what went well, what could improve and discuss why they like certain pictures.	
Success Criteria/ Lesson Outcomes	Success criteria <ul style="list-style-type: none"> • Used polystyrene blocks to create a print based on the Islamic/geometric patterns • Can they explain and justify choice of colour • Created a pattern based on own design • Evaluate own and others work • Extension does the pattern tessellate- have the use more than one shape 	

Evaluation	

