**BJPS Art Unit Plan** 

**Year:** 3/4 Term: Autumn 1, 2024

**Unit:** Art Link: Link to Geography Driver- Tanzania, Africa

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| **Artist** | Edward Tingatinga- African Artist |
| **Knowledge** | Tingatinga paintings originated in Tanzania (Dar es Salaam) by the artist **Edward Saidi Tingatinga** in 1968. Edward began his work painting under a Baobob tree. His work consisted of bright, bold colours, simplistic designs, inspired by his surroundings. **He** attracted the attention of tourists for their colourful, both naïve and surrealistic style. Tinga Tinga art is an art movement that began in Tanzania and spread to most of east Africa. The paintings usually show the elephant, rhino, buffalo, lion or leopard.  Begin to understand choice of paintings and settings scenes. Know that paintings can make you feel emotions.  Know what secondary and tertiary colours are to paint with and use colours, textures, lines and shapes |
| **Vocabulary** | Primary colours, secondary colours, tertiary colours, dark and light, colours, lines, shades, contrasts. |
| **Hook? Visit?** | Show children real pieces of art brought back from Tanzania visit. |
| **Links to any prior units?** | KS1-Name and make the primary (red, yellow, blue) and secondary colours (orange, purple, green).  [Tinga Tinga Tales Official - YouTube](https://www.youtube.com/@TingaTingaTales) |
| **End piece** | Tingatinga style artwork on board. |

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|  | **Making skills** | **Generating ideas** | **Teaching Points** | **Activities** | **Evaluation** |
| **1**  *Knowledge and understanding.*  **(Artists develop a knowledge and understanding of artists and of their work)**  Friday 6th September  **Vocabulary:**  dark and light, colours, lines, shades, contrasts. | Identify the  2D & 3D geometric shapes in nature and the world around them. | Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries | **Teach:** Explain that our artist this half term is Edward Tingatinga, and we will be exploring the Tingatinga art movement (Cc links to Geography/TZ unit). Explain to children that at the end of this unit they are going to produce a final piece of art on a board just like Tingatinga would have done.   1. Watch [tinga tinga artwork video - Google Search](https://www.google.com/search?q=tinga+tinga+artwork+video&safe=active&sca_esv=ea8345caca9cba8c&sca_upv=1&sxsrf=ADLYWILG3atyXRf0ig0ybxiAzGmhkkgMjg%3A1722273909597&ei=ddCnZoKTJI-zhbIPq--6gA4&ved=0ahUKEwjCodmk4syHAxWPWUEAHau3DuAQ4dUDCBA&uact=5&oq=tinga+tinga+artwork+video&gs_lp=Egxnd3Mtd2l6LXNlcnAiGXRpbmdhIHRpbmdhIGFydHdvcmsgdmlkZW8yBxAhGKABGAoyBxAhGKABGApI4RBQvAhYmg1wAXgBkAEAmAHTAqAB5QaqAQcwLjIuMS4xuAEDyAEA-AEBmAIFoAL2BsICChAAGLADGNYEGEfCAgYQABgWGB7CAgsQABiABBiGAxiKBcICCBAAGIAEGKIEwgIFECEYoAHCAgUQIRifBZgDAIgGAZAGB5IHBzEuMi4xLjGgB4IP&sclient=gws-wiz-serp#fpstate=ive&vld=cid:ee9e1a3d,vid:pJhSfGzjEck,st:0) Use PowerPoint to explore in more detail and discuss his inspirations and his naïve and surrealistic style. 2. Look at a range of Tingatinga’s Pieces-Think about: How has the artist produced this work? What was the background to the art? | 1. **Practice:** Ping pong- in pairs, recall facts about Edward Tingatinga. What types of things would we expect to see in Tingatinga artwork (slide 5) 2. **Apply:** Double page spread- children create a fact file/ information page for Edward Tingatinga. 3. Children select favourite piece of Tingatinga artwork and explain why they’re chosen it.   **SEND:** Mixed ability pairing and/or adult support to record ideas linked to artist.  **HBP:** Select favourite image and verbalise why he chose this one. LC to scribe. | Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. |
| **2**  *Drawing*  ***Skill &***  ***Control***  Friday 13th September  **Vocabulary:**  dark and light, colours, lines, shades, contrasts. | Draw the 2D & 3D geometric shapes in nature and the world around them.  Pupils can more effectively control drawing media to create dark and light tones. They further practice shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. | They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. | Revisit artist and Tingatinga artwork explored last week.  **Teach:** Using the two images selected, work together to explore them/compare them in more detail   * Start by thinking about the placement of the animal within the composition. * Is it one animal as a central piece or are there several animals? If there are several, are they the same animal or different? * What colours/shapes have been used? * What intricate patterns have been used? | **Practice:** Where do you want your animal to be?Do you want to draw one animal as the central focus of your piece? Would you like to draw the same animal in different perspectives?Apply:Double page spread (practice page on left hand side).  Model using the practice page (remind chn they don’t need to rub anything out, just find another space). ***Chn won’t be completing a final piece today- it is an opportunity to practice.***   1. Task – Sketch animals using sketch pencils in sketch books. | Pupils should orally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns.  They should develop skills in orally describing their thoughts, ideas and intentions. |
| **3**  *Drawing*  ***Techniques***  Friday 20th  September  **Vocabulary:**  dark and light, colours, lines, shades, contrasts. | Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. know the differences and similarities between these materials and select which one is most suitable for the task they need. | They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials. | Revisit artist and Tingatinga artwork explored last week. What can we remember about Tingatinga artwork?  **Teach:** Show children a range of media that they are going to have a go at using today. Model how to use to create drawings of the animals in the style of Tingatinga. Remind chn to use practice page. | **Practice/ Apply** Use range of media to create drawings of animals. Charcoal, chalk, biro, pastels. Children can use these in different ways for example create the background colour of their animal in chalk then add pattern in biro. Allow children to experiment. Encourage children to copy parts of patterns to practice the style. | They form opinions about the process of their work  saying what went well & how they might improve it. |
| **4**  *Painting*  ***Colour/form***  Friday 27th September  Background  **Vocabulary:** Primary colours, secondary colours, tertiary colours. | Pupil’s mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. | Make art for expression, imagination, and pleasure.  Work from memory or imagination to reimagine what they know | Recap (KS1): Primary and secondary colours.  Remind chn of end of unit piece: their own piece of Tingatinga artwork.  **Teach (1):** Before we start the detail, we need to create the background colour. Observe previous paintings and just focus on the background what can we spot? Which colours have been used? Why do you think they were used? How was the background created in the clip in the first lesson- revisit if needed [tinga tinga artwork video - Google Search](https://www.google.com/search?q=tinga+tinga+artwork+video&safe=active&sca_esv=ea8345caca9cba8c&sca_upv=1&sxsrf=ADLYWILG3atyXRf0ig0ybxiAzGmhkkgMjg%3A1722273909597&ei=ddCnZoKTJI-zhbIPq--6gA4&ved=0ahUKEwjCodmk4syHAxWPWUEAHau3DuAQ4dUDCBA&uact=5&oq=tinga+tinga+artwork+video&gs_lp=Egxnd3Mtd2l6LXNlcnAiGXRpbmdhIHRpbmdhIGFydHdvcmsgdmlkZW8yBxAhGKABGAoyBxAhGKABGApI4RBQvAhYmg1wAXgBkAEAmAHTAqAB5QaqAQcwLjIuMS4xuAEDyAEA-AEBmAIFoAL2BsICChAAGLADGNYEGEfCAgYQABgWGB7CAgsQABiABBiGAxiKBcICCBAAGIAEGKIEwgIFECEYoAHCAgUQIRifBZgDAIgGAZAGB5IHBzEuMi4xLjGgB4IP&sclient=gws-wiz-serp#fpstate=ive&vld=cid:ee9e1a3d,vid:pJhSfGzjEck,st:0) Explain that if sunset/safari/water was the desired background what colours would you use?  Teach 2: LG/ZW/SJ model blending colours in horizontal strips and blend as you go rather than thick stripes of block colour. | **Practice (1):** Colour mixing- recap primary and secondary colours from ks1 (do small example in books). Show colour wheel to explain what tertiary colours are (slide 3). Model mixing. Chn explore mixing colours and record some examples in sketch books.  **Practice (2):** Inn books practice blending for background colour (small section)  **Apply (2):** When happy with colour and shade, paint background onto board.  **Take photos of work so far- add to sketch books.** | Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. |
| **5**  *Drawing*  ***Techniques & purpose***  Friday 4th October  Drawing animals/ trees etc  **Vocabulary:** Primary colours, secondary colours, tertiary colours, lines | Describe, copy and imagine how things might have looked in another place or culture. | Make art for expression, imagination, and pleasure.  Work from memory or imagination to reimagine what they know | Recap primary, secondary and **tertiary** colours.  **Teach:** Recap previous lesson creating their background. Explain today that they are going to use pencil to draw their chosen animal and other elements to their background such as outline of trees. No pattern should be included just the outline of objects and shapes. Model drawing animal and background outlines. Remind children to fill their board thinking about the size and scale of their drawings. | **Practice/ Apply:** Draw animal on board and background outline. Encourage children to keep looking back at examples of Tingatinga art and their own drawings for ideas and inspiration.  **Take photos of work so far- add to sketch books.** | Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. |
| **6**  *Painting*  **Skill and control**  Friday 11th October  Painting animals/ background of other objects e.g. trees  **Vocabulary:** Primary colours, secondary colours, tertiary colours. | Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. | Make art for expression, imagination, and pleasure.  Work from memory or imagination to reimagine what they know | Recap primary, secondary and **tertiary** colours.  **Teach:** Today children will create the background colour for their animal and other objects e.g. trees.  When thinking of block paint colour for animal and objects remind children that they need to use either a dark background with a light pattern or a light background with a dark pattern.  (Pattern will be added next session, but children need to bear this in mind).  LG/ZW/SJ model doing this on own example. | **Practice:** Use sketch books to practice any colour mixing.  **Apply:** Add block colour for their animal and background objects.  Encourage children to keep looking back at examples of Tingatinga art for ideas and inspiration. | Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. |
| **7**  *Painting*  ***Skill and control/techniques***  Friday 18th October    Detail on animals/ objects  **Vocabulary:** Primary colours, secondary colours, tertiary colours, light/dark | Pupils study how other artists’ paint, applying elements of this to their work**.** | Make art for expression, imagination, and pleasure.  Work from memory or imagination to reimagine what they know. | Recap previous lesson- discuss what colours and patterns children may use on their final piece.  LG/ZW/SJ Model using a fine paintbrush to add intricate and bold patterns. | **Practice:** Use sketch books to practice any colour mixing/ patterns/ designs.  **Apply:** Add final pattern detail taking colour and size of pattern into consideration.  **Take photos of final product- add to sketch books.**  Gallery of artwork! Children offer advice, confidence and praise to others.  LG/ZW/SJ to pick an artist of the term (one year 3 and one year 4 between the three classes). | Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. |