


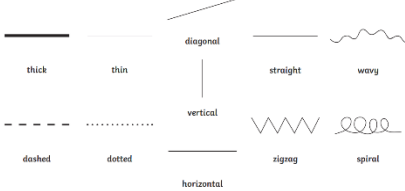
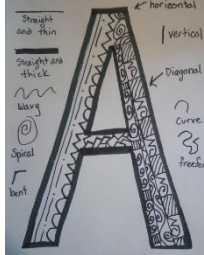





Children's prior learning in this area	Cultural Capital Opportunities	Key vocabulary and glossary
<p>Have experienced</p> <p>Art – Drawing</p> <p>Explore mark making, experiment with drawing lines</p> <p>Expressive Arts</p> <ul style="list-style-type: none">- Name of a famous artist- Features of a particular artist's work- Simple history of a particular artist-Explore, use and refine a variety of artistic effects to express their ideas and feelings	<p>Rembrandt – Two cottages</p> <ul style="list-style-type: none">• I am an artist  <ul style="list-style-type: none">• I can look for and find examples of art within my everyday environment.• Engage with the physical world to stimulate an emotional and creative response.	<ul style="list-style-type: none">• Draw• Shade, blend, smudge, light, dark• Sketch• Line• Straight, Vertical, horizontal, curved, zigzag• Shape• Outlines, circles, squares• Texture• Markings on the wood, fence, branches of the tree, the cottage roof

Enquiry Question – Who is Rembrandt?	Enquiry Question – How does Rembrandt create drawings?	Enquiry Question – What tools does Rembrandt use in his drawings?
Concept - Artists	Concept - Artists	Concept – Generating Ideas
<p>Biographical knowledge</p> <p>Rembrandt is one of the most famous of all European artists.</p> <p>Portraits are paintings or drawings of people, usually the head and body.</p> <p>In those days there were no cameras so people used to get painters to paint pictures of them.</p> <p>He painted over 40 portraits of himself.</p> <p>His portraits are famous because they were so life-like and if you looked at the paintings it looked like the people were staring at you.</p> <p>Rembrandt lived from 15 July 1606 – 4 October 1669</p> <p>He was born in Leiden, Netherlands and was a famous Dutch painter and artist.</p> <p>Task: Children to write a fact on a post it note to stick into their books.</p> <p>Teacher creates a Fact Bank for children.</p> <p>Lesson 1a</p> 	<p>Technique and Style</p> <p>Children will explore the drawing of Rembrandt – Two cottages through looking and talking.</p> <p>The children will use a View Finder to look closely at specific parts of the drawing.</p> <p>They will describe what they can see in his drawings – house/cottage/ trees/ carriage...</p> <p>They will look at and talk about key elements within his work.</p> <p>Line - straight lines, curved lines, scribbled, wavy, thick, thin, zig zag, broken</p> <p>Shape – rectangles, square, circles, outlines of buildings, wagon</p> <p>Texture – the wooden fence, thatched (straw) roof, the wooden branches.</p> <p>They will use the key elements to annotate “Two cottages” in their sketch books.</p> <p>He used pen, brown ink and white chalk to draw.</p>  <p>Lesson 1b</p>	<p>Practise:</p> <p>Children will be taught how to hold a pencil to draw/ sketch.</p> <p>Children will explore mark marking with drawing different types of lines - straight lines, curved lines, scribbled, wavy, thick, thin, zig zag, broken</p> <p>Different Types of Lines</p>  <p>Apply : Children then given an outline for them to fill in with different lines and label.</p>   <p>Lesson 2</p>

Enquiry Question – How can we create a sketch?	Enquiry Question – How effective are my choices of materials and technique?
Concept - Making	Concept - Evaluating
<p>Lesson 3</p> <p>Children will learn how to draw – what they see – using the view finder.</p> <p>Practise: focus on texture – show the children a drawing with different textures – You do, I do – showing them how to draw textures – relating to ‘Two Cottages’ - Texture – the wooden fence, thatched (straw) roof, the wooden branches.</p> <p>Practise: Using a View Finder, the children will draw ‘what they see’ at various parts of the drawing.</p> <p>Apply: children to have an unknown picture with only the view finder piece, they sketch it and then add their own detail to what they think the picture is.</p> <p>The children will discuss their drawings with the key elements (line, shape, texture).</p> <p>Lesson 4/5</p> <p>Practise: Using – ‘Two Cottages’ as the stimulus, the children will learn how to create a drawing of a cottage/house – using various lines, textures and shapes throughout the drawing. This is the model lesson, ‘I do, You do.’</p> <p>Apply: Giving the children the stimulus (related to their current learning/ Rembrandt), the children will be able to select the tools needed (from previous learning) to represent/ create a sketch based on using Rembrandt’s techniques.</p>	<p>Lesson 6</p> <p>Children will identify the elements that they have used in their sketch – Labelling Line - straight lines, curved lines, scribbled, wavy, thick, thin, zig zag, broken Texture – where have they created texture in their drawing Shape – rectangles, square, circles, outlines of buildings</p> <p>Children will be able to talk about the reasons why they have made their specific choices and reflect on their effectiveness.</p> <p>Children will be able to compare their work with others and the artist, Rembrandt.</p>

