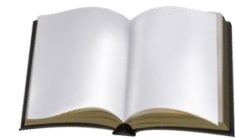
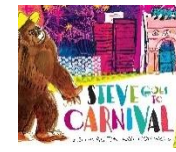


Books that link to this topic:

- Steve goes to Carnival by Joshua Button and Robyn Wells



Key Knowledge:

- To know that Beatriz Milhaze is a modern and contemporary artist from Brazil.
- To know that Beatriz Milhazes was born in 1960 and lives in Rio de Janeiro, Brazil.
- To know that Milhazes likes to create paintings, drawings and collages.
- To know how to work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture)
- To know how to work from a variety of sources including observation and photographs to develop own work.
- To know how to carry out preliminary studies, trying out different media and materials and mixing appropriate colours.
- To know different types of paint and their properties.
- To know how to print onto different coloured papers, cut and combine to create an image or pattern.
- To know how to use collage as a means of extending work from initial ideas.
- To know primary, secondary, tertiary, 'warm', 'cold', analogous and complementary colours from Years 1 - 4.
- To know that Hue refers to colour.
- To know that tint are created by adding white to a colour.
- To know that tone is created by adding black and white to a colour.
- To know that shades are created by adding black to a colour.
- To know that different colours convey mood.

Lesson Sequence:

Do you know any South American artists?

Introduce the children to Beatriz Milhaze. <https://ximeo.com/82022866>
Her work is modern and contemporary. Use the 'Twinkl' photo pack to explore her work using the questions to encourage discussion. Recreate some patterns from her work in sketchbooks.
She is influenced by op art like Bridget Riley (links to Y3 art topic)
Give the children the 3 images in the examples and allow them to compare Milhaze's work with Riley, Mondrian and Matisse.

What are tints, tones and shades?

Refer to the knowledge organiser with definitions and examples. Watch the video on shades and tints
https://www.youtube.com/watch?v=pF_e68hzBo0
Explore creating shades, tints and tones.

What are the properties of different paints?

Allow the children time to experiment and annotate different types of paints. ensure a range of paints are available.

Can I use Beatriz Milhaze's art to inspire my own work?

Use their knowledge of paints from last lesson to create their own painting inspired by Milhazes. They will first need to gently sketch the outlines of the shapes they want to use in pencil. Encourage them to use water colours for the main colours and then either oil or acrylic for details that they want to stand out. They could add POSCA paint pen too.

Can I create a collage inspired by my painting?

Provide the children with a variety of paper-based materials (card, printed patterns, coloured paper)
Demonstrate ways that they can be layered or woven together to create an effect.

The artist Beatriz Milhazes, explains that she was inspired by the work of several artists: Mondrian, Matisse and Bridget Riley.

Look at the work of these artists below. Compare the work of each artist to that of Beatriz Milhazes. Write a sentence for each one, explaining similarities between her work and the work you can see.



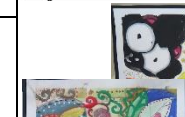
I can see that Beatriz Milhazes's work is inspired by Bridget Riley because...



I can see that Beatriz Milhazes's work is inspired by Mondrian because...



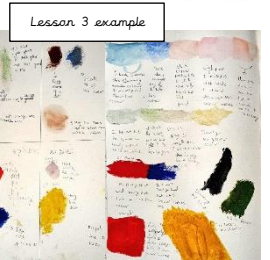
I can see that Beatriz Milhazes's work is inspired by Matisse because...



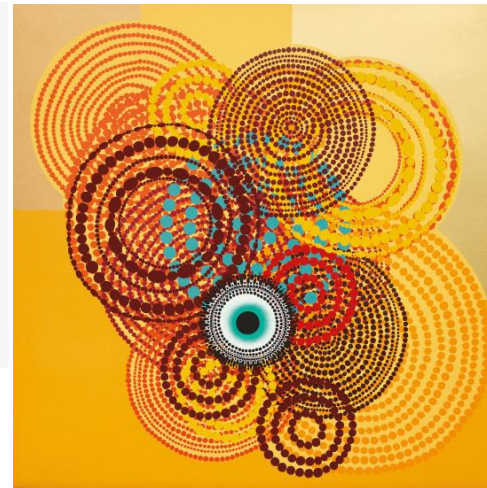
I can see that Beatriz Milhazes's work is inspired by Matisse because...



I can see that Beatriz Milhazes's work is inspired by Matisse because...



Artwork:



South American Art (Painting and collage)

Our Rainbow Promises:

Encourage **R**esilience and perseverance
 Develop **A**rticulate learners
 Influence aspirations
 Nurture curiosity
 Instil **B**ritish and Christian Values
 Provide **O**pportunities to build upon
 knowledge and skills
 Promote **W**ellbeing and Health

National Curriculum Coverage

Key stage 2 - Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- * to create sketch books to record their observations and use them to review and revisit ideas
- * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- * about great artists, architects and designers in history.

Sketchbook work:

Sketching and rough drawing - First attempts and drafts at shapes, objects and compositions, and the evaluations of these.

Critical analysis of artworks - Notes or fully developed writing critiquing, analysing and evaluating the work of artists including themselves and their classmates.

Copying art - Making copies of part or whole artworks for the purposes of analysis.

Art Exercises - Mirror drawing, scale drawing, practicing hands, colour mixing, symmetrical faces etc. Practice in new media - Explorations of the effects and possibilities of new media such as charcoal or acrylic paints.

Collating images - Assemblages of images from artists, each other's work, books, the internet which they find inspiring and want to use in their art.

Scrapbooking - The keeping of objects and items which inspire art - bottle tops, fabric, feathers, interestingly textured, richly coloured wrappers etc.

Elements of Art:

In Year 5, build on what the children have learned in earlier years.

Colour

* Review primary, secondary, tertiary, 'warm', 'cold', analogous and complementary colours from Years 1 - 4.

* Hue, tint, tone, shades and mood - explore the use of texture in colour and purpose.

R	QUEST approach to lessons allow children to follow their ideas and express themselves freely. Use of sketch books encourages perseverance in developing and improving work over a period of time. Intrinsic learning from mistakes is celebrated.
A	Reflection and evaluation of own and peers' work using progressive sentence stems. Use of 'Speak Its'. Art Reading Spine to develop vocabulary.
I	Within lessons, appreciating famous artists, sculptors and architects. Links to local artists, such as Tommy Leonard. Study of real-life artistic jobs such as architecture, illustrators and graphic design. Visits from resident artists to mark school projects.
N	Art delivered through the themes of Art Appreciation, Curriculum Links and Other Religions and Cultures in each year group.
B	Christian Value - Creativity, Perseverance British Value - Individual liberty. Tolerance of other cultures/religions.
O	Subject planning and delivery sequenced and includes: Creation of progressive knowledge planners including Vital Vocabulary. Schema within and across subjects. Opportunities for collaboration. Retrieval opportunities, including knowledge organisers. Built around Rainbow Promises
W	Appreciation of Art in nature including use of Forest Schools in phase 1. Sense of accomplishment in seeing the journey of an idea to the creation of a finished piece.

Vital Vocabulary

contemporary
 vivid
 overlap
 layers
 tone
 tint
 shade
 properties (of paints)
 weave
 geometric