

**Year 1/2: Summer Term: Art and Design: African Art**

Curriculum Links: Geography: Biomes, Climate, Animals, Environment ; Science: Living Things; English: Carnival of Animals

**National Curriculum Content:**

**Exploring and developing ideas:** Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures; Ask and answer questions about the starting points for their work, and develop their ideas.

**Drawing:** Begin to explore the use of line, shape and colour

**Painting:** Use a variety of tools and techniques including the use of different brush sizes and types.

**Printing:** Carry out different printing techniques e.g. monoprint, block, relief and resist printing.

<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Photographs, illustrations and films of African animals.</li> <li>• Key artworks</li> <li>• Background information on Edward Saidi Tingatinga</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Sketch books</li> <li>• Paper</li> <li>• Pencils</li> <li>• Paint</li> <li>• Collage materials</li> <li>• Glue</li> <li>• Brown cardboard</li> </ul>	<p><b>Experiences</b></p> <ul style="list-style-type: none"> <li>• Responding to artworks: talking, copying, tracing, giving personal opinion.</li> <li>• Exploring sketching, painting and printing as methods of producing animal artworks.</li> <li>• Watching Tinga Tinga Tales: <a href="#">Tinga Tinga Tales Official - YouTube</a></li> </ul>	<p><b>Revisit and Review</b></p> <ul style="list-style-type: none"> <li>• William Morris: Colour, texture</li> <li>• Matisse: being expressive</li> <li>• Primary colours</li> <li>• The Three Little Pigs: materials.</li> </ul>
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'Lion and Bird', 1968 - 1972 by Edward Saidi Tingatinga



'Four Birds' 1968 - 1972 by Edward Saidi Tingatinga



'Lion in a Mountain Landscape' 1880 by Rosa Bonheur

**Focus artists:**  
Edward Saidi Tingatinga  
Rosa Bonheur

**Artwork Information Links:**

[Edward Tingatinga - Wikipedia](#)

[Tingatinga \(painting\) - Wikipedia](#)

[Tinga Tinga Tales - CBeebies - BBC](#)

[Rosa Bonheur - Wikipedia](#)

**Art Vocabulary:**

Picture, painting, printing, image, likeness, sketch, colour, light, dark, paper, canvas, background, foreground, mood, compare, different, alike.

**Expected Outcomes/ Skills and Knowledge**

- **Create a drawing of an African animal.**
- **Use developing knowledge of line and shape to create shadow sketches of a variety of African animals.**
- **Use line and colour to create a Tingatinga style animal print.**
- **Explore collage to produce striking, colourful, relief animal artworks.**

**Session 1**



**Observe** - To Observe photographs and pencil drawings of African animals.






Photographs, illustrations, and films of African animals.

**Introduce:** Discuss the unit of work we will be completing this half term. 'African Art' - what does this mean? Discuss how African art can be a special representation of nature and its various forms. It also focused on being abstract rather than realism.

**Make memory links:**

Revisit learning from William Morris unit. WM painted nature. Recall the term 'tone'. How adding pressure to our pencils can impact tone. (How light or dark their line is.)

**Analyse examples:** Look at examples of work by Edward Tingatinga through pictures and the PPT. What do they notice? Does it look real or abstract? Compare with work of Rosa Bonheur. What is the same?

		<p>What is different? What do you notice?</p> <p><b>Create:</b> Look closely at pictures and photographs of African animals - real examples if possible. Recall sketching techniques and use of sketching pencils. What do we already know about sketching pencils? How can we create the dark lines and light lines? Demonstrate how to draw use pencils to create lines with tone and following an observation of a picture.</p> <p>Children to copy pencil drawings of African animals - using observation skills to make detailed and accurate drawings. Exploring use of line and shape.</p> <p><b>Vocabulary:</b> Shape, tone, light, dark, blend.</p>
<p>Session 2</p> 	<p><b>Experience</b></p>	<p><b>Skill building and practicing techniques:</b></p>
<p>Session 3</p> 	<p><b>Imagine</b></p>	<p><b>Plan own piece:</b></p>
<p>Session 4</p> 	<p><b>Create</b></p>	<p><b>Work on piece:</b></p>
<p>Session 5</p> 	<p><b>Refine</b></p>	<p><b>Adapt/ complete piece:</b></p>
<p>Session 6</p> 	<p><b>Reflect</b></p>	<p><b>Artist statement:</b>  <b>Photograph:</b>  <b>Gallery of finished pieces:</b></p>