

The following learning journeys and their accompanying activities have been designed to assist teaching of Key Stage 2 Art & Design, Unit 6c: A Sense of Place (Yrs 5/6) as follows:

Iconic Structures of the North East

Exploring and developing ideas (1): ... ask the children what they know about the area, its history and why it looks the way it does. Ask them to identify features of the natural and made environment, to say how they think the environment has been changed and shaped for different purposes and to share their experiences of living in the area.

Take a Closer Look at Landscapes

Exploring and developing ideas (2): ...ask the children to use viewfinders to select views they think include interesting features, e.g. fields, walls, hedges, waste spaces and waterways.

Take a Closer Look at Structures

Exploring and developing ideas (2): ...ask the children to use viewfinders to select views they think include interesting features, e.g. details of buildings such as decorative work, columns, windows, towers and doorways.

A Victorian Gentleman Artist: The work of William Henry Charlton (1846-1918) and Pit Pictures: The work of Thomas Harrison Hair (c.1810-1875)

Exploring and developing ideas (2): ... show the children examples of the ways in which artists have responded to the rural and urban environment. Ask the children to describe one work. What can they see? What is the focus of the work? Why did the artist select that particular viewpoint? What was the purpose of the work? Who was it for? How has the artist used line, colour and pattern in the work? Compare this work with work by different artists. Discuss methods or approaches used and how they relate to the ideas in the work...

Investigating and Making : ... explain, by referring to artists' work or through demonstrations, how to:

- make objects that are further away from the viewer smaller, to give the idea that they have receded into the distance
- make parallel lines appear to converge as they get further away from the viewer
- make objects paler and bluer as they recede (aerial perspective)
- arrange everything in the composition on the same plane (vertical perspective)

Evaluating and Developing Work: ... ask the children to talk about their work using the vocabulary they have learnt:

- What ideas have been incorporated into their work?
- Why have they selected a particular method or approach?
- How does it match their ideas?
- How have they used information collected from their visit together with their study of the work of other artists to inform their work?
- How well have they communicated their ideas about the environment in their work?

Ask the children to say how they would adapt their work in ways that would improve it.

It is envisaged they may be used in the above order to create a series of lesson plans to assist delivery of the entire unit.