



## Arts Award Discovery Level

### Year 1 Topic Woodlands.

#### Planning the Discovery Level sessions.

**Objectives:** colour mixing. Observational drawing, shading – use of different gradient pencils, learning about an artist Andy Goldsworthy creating transient artwork, drawing and painting a woodland scene,

##### Session 1

Children learnt how to mix Secondary colours from Primary colours. Key point mixing the same amount of each paint to make new colour e.g. red + yellow =orange then mixing other oranges using different amounts of red and yellow. Make a different orange for each space on the sheet. Repeat with red + blue and yellow + blue.

##### Session 2

Children had a lesson on observational drawing, drawing woodland animals. Children given a variety of pictures and could choose which ones to draw. Look closely at details and shapes. Demonstrate how to shade using different gradient pencils to create a more 3D image.

##### Session 3

Children went on a trip and learnt a trip to a local woodland, where they learnt about the artist Andy Goldsworthy and created their own piece of transient art. Teachers took photos of the children's work for their sketch books.

##### Session 4/5

For their final piece of work the children had to draw a woodland picture incorporating woodland creatures. I demonstrated how to sketch out the picture using the whole sheet of paper introducing the children to perspective draw larger trees in the foreground and smaller trees in the background – drew an entire picture on the board to show children how to position the trees and animals.

The children then painted their pictures mixing colours from just Primary colours and white and black. Discussed the use of adding white and black to mixed colours. They had to use their knowledge of mixing primary colours to create the secondary colours needed for leaves, grass, animal colours, tree trunks etc.

##### Session 6

Evaluation / Presentation.

In this session the children presented their pictures to an adult (Class teacher, TA and myself). I had prepared a sheet with relevant questions on it to assess the children's learning throughout the Unit of work (see below). The children were interviewed and presented their pictures to their assigned adult. Adults recorded the children's answers. Following the criteria laid out in the table below.





Name	<b>Art form knowledge and understanding</b> - - Picture -colour mixing skills - sketches of woodland creatures - Knowledge of transient Art from trip – Andy Goldsworthy	<b>Creativity</b> Woodland picture – colour mixing skills - Transference of knowledge of sketching woodland creatures, details	<b>Communication</b> - Able to explain primary and secondary colours. - Explain picture and perspective of size of animals - Can talk about transient Art and making patterns.

I then had to complete all the forms and paperwork that is required for Trinity. I used the budget from the Artwork Champions Programme to order certificates to those children that were successful.

All the Art work and photos are in the children’s sketchbooks. The pictures are in the children’s Art Folders.

### Top tips

- Identify an Art Unit that will lend itself to the criteria required to achieve the Discovery Award.
- Plan sessions carefully in order to cover necessary skills.
- Take photos of every stage as a record. It is also useful to have the photos to promote discussion from the children at the end.
- Make sure all the work the children complete is in one place. (I have stuck it all in their sketch books)
- Make sure the children have time to achieve all stages of the unit and ensure the presentation is a very positive experience.
- I did not tell the children they were working for the Discovery Award before they achieved it. Those children who were not quite ready to achieve the Award will have another try this year in Year2.

Verity Tyne, Whitelands Park School, January 2022





## Discovery Award Questionnaire.

Please ask the child these questions as you share the Artwork and record the answers.

### 1. Colour mixing Sheet

Explain how you have made these Secondary colours.

Which colours did you mix to make orange?

Which colours did you mix to make green?

Which colours did you mix to make purple?

Red, yellow and blue – what do we call this group of colours?

### 2. Observational Drawing

Describe the woodland animals you have chosen to draw.

How can you make an animal look furry? What kind of pencil do you use?

### 3. Woodland trip

On your woodland trip you learnt about an artist who made pictures and sculptures from natural materials. What was his name? (*Andy Goldsworthy*)

Tell me about your piece of transient Art. Why did you choose these natural materials?

### 4. Woodland painting Presentation

**Please talk to me about your Woodland painting.**

Encourage the child to talk about the position and size of the trees in the picture (perspective). Ask the child to identify all the woodland animals and their position in the picture. Discuss all the colours they have mixed from just Primary colours white and black that were given to them on the palette.