“Henri’s scissors”
This term students will develop a range of skills while manipulating two-dimensional materials to create series of artworks inspired by collages of Henri Matisse. Students will explore a number of texts for children about Matisse and this later phase of his art-making career where he elevated collage into an art form by “drawing with scissors.” The main focus for this term is to develop student’s fine motor skills when using scissors. Students will be introduced to the art elements of shape and colour.

In the first project, students will look at different collages by Matisse; Students will explore and arrange different shapes on coloured paper. They will use both the negative and positive cutouts and layer them to make a vibrant design.

Using acrylic paints, students will have the opportunity to paint their first A3 composition. They will learn to roll paint on the background paper using one colour, to collage tissue paper shapes and then to paint a large black dancing figure on their paper. In the next project, students will use watercolour paints and collage techniques to make a still life composition of a fish bowl on a table inspired by Matisse.

Looking at patterned, decorative interior paintings from Matisse’s early career. Students will cut and arrange shapes using patterned wallpaper offcuts onto a different patterned background. They will learn about the principles of harmony between the colours of the papers to bring different patterns together.
Meet Roy G Biv.

This Term students will develop a range of skills while manipulating two dimensional materials to create series of artworks inspired by the colours of the rainbow (Red, Orange, Yellow, Green, Blue, Indigo and Violet.) They will meet Roy G Biv when they make a collage portrait of him with rainbow coloured hair. Students will use each colour of the rainbow, and they will cut and arrange these colours on the portrait. Having explored these colours and their arrangement students will make a series of artworks that explore basic design principles of harmony and patternmaking through colour. They will look at artworks by Kandinsky.

In the next project, students will paint black trees (silhouettes) straight on the paper without pencil planning first. They will paint from their own mind, realistic or stylized. The branches of their tree will touch all four edges of the page. They will fill in the shapes they have created with the colours of the rainbow.

The next project will require students to make visual choices. They will draw a maple leaf on A3 paper. Focusing on colour arrangements, students will fill this leaf with different sized coloured circles. They will explore the different relationships between colour and shape. Students will create a series of rainbow coloured circles in the style of Kandinsky's "Farstudie Quadrate".

Finally, Abstract art projects are great for those who feel that art is always about drawing. Sometimes just making irregular shapes with color can produce beautiful results. Students will make a diamond shape inspired painting, using colour relationships to create visual interest in their design.
Feathers, totem poles and tee-pees.

This Term will develop a range of skills while manipulating two and three-dimensional materials to create series of artworks inspired by the art and culture of American Indians. In the first project, we will recycle brown paper bags. They will be scrunched and softened ready to draw upon to resemble traditional leather paintings. The paper will be manipulated using water and then leaving it to dry. This changes the texture of the paper. Students will look at traditional Native American animal symbols, using pastels and permanent markers they will create their design. Layering dry pastels to make a glow as the background behind the animal and permanent markers to define the detail of their animal symbol.

Totem poles are iconic forms of American Indian Art. The features carved on a Totem pole can include a bird, person, animals, or insects. The animal spirit whose importance was their connection with the lineage of the tribe. The totem pole is carved in sections and the position of figures on the Totem pole is also significant. Students will look at different totem poles and describe what they see. They will create their own totem pole in paper and use scratch art processes to make a three dimensional pole.

Working on paper, students will draw two tee-pees. They will use textas to draw them before decorating the tee-pees with repeated patterns featuring triangles, lines, zigzags, circles etc. To complete their tee-pee scenes they will use pastels to make the background landscapes. Different landscapes will be an inspiration such as deserts or mountains. Students will learn to identify the foreground and background picture plane.

In the next project, students will use modeling clay to make a small mandala, which will become the centerpiece of a beaded Navajo style pendant. They will use tools to make patterns in the mandala. They will paint their pendant silver and thread it onto a necklace with silver and turquoise beads. They will explore making patterns with the beads by repeating colour arrangements.
Art inspired by Spanish Architect Antonio Gaudi

Students will explore organic shapes, geometric structures and spatial qualities in two and three-dimensional art forms when drawing, painting and using mosaics. Antonio Gaudi was a famous Spanish architect known for his famous buildings that contrast geometric structures with organic form. His personal style blended sculpture and all decorative arts such as mosaic, as well as architecture. His approach to design will be the inspiration for Year 3 this term.

In the first project, students use a template to create three dimensional cardboard models based on a lizard sculpture by Gaudi in his building Parc Guell in Barcelona Spain. They will explore symmetry, pattern and colour to create a vibrant design for their lizard, developing both two-dimensional and three-dimensional thinking.

In the next project, students will make a sketch of Casa Batllo in Barcelona by Gaudi. They will draw the main features of the building’s organic forms. They will then use only two primary colours and grey to highlight the shapes of the building. Following on from this study of architecture, students will create a pop up design based on a Gaudi building. They will select their favourite building. They will paint the setting using watercolours and draw the building, creating pop up with cardboard and paper to highlight key features of their drawing, so the building has three-dimensional form.

Students will develop their mosaic skills in the next project. Looking at the vibrant mosaics from Gaudi’s buildings and sculptures, they will draw any animal of their choice on black paper. Using paper mosaics students will use colour and shape to create a dynamic mosaic design.
My Perspective

This Term, students will be focusing on developing their ability to plan, design and construct two-dimensional projects using perspective. Perspective drawing is a structure of representing the way that objects seem to get smaller and closer together, the further away they are. Students will complete four drawing projects that explore one point perspective.

They will look at famous paintings such as “The Bedroom” by Vincent Van Gogh and map out how the artist has used one point perspective to create space and distance in their composition. In the first activity students will select three stencil shapes. They will draw a vanishing point and then extend their shapes to this point. They will learn to draw three-dimensional shapes and explore how these forms become smaller as they move along the vanishing point.

In the next project, students will create a horizon line and a vanishing point on the left hand side of their page. They will draw a road diagonally along the page to the vanishing point; they will create three-dimensional form of their first name moving along the road like buildings disappearing off into the distance.

In the next project students will trace the palm of their hands at the top of the page and their feet at the bottom of the page. They will be asked to draw the rest of their body and face based on the perspective created by their hands and feet. This drawing will enhance their ability to see forms and shapes three dimensionally.

Using a series of templates, students will explore a vanishing point activity when they make a drawing of the Melbourne aquarium. They will create the floor, walls and ceiling showing the dimensions of the space. They will add people to show size relationships and aquatic creatures in the tanks.
YEAR 5/6  
Art Program  

Term 1 2016  

My dream – exploring textiles  

This term students will develop their skills to plan, refine, create and present artworks both independently and collaboratively using textile processes. They will be exploring how to use recycled materials. In the first creative challenge, students will make a dream catcher. They will develop and refine their skills in threading, winding and basic weaving. They will incorporate found objects in their dream catcher.

In the next creative challenge, students will be asked to draw an imaginative character. They will look at different animated characters and illustrations. They will select their favourite and discuss the stylistic features the artist has used. They will base the development of their own character on this style with quick sketches, in grey lead and colour. They will draw a final design on A3 paper. This design will be transferred to calico, and they will use fabric markers, inks and crayons to colour their character. Students will make three-dimensional soft sculptures using basic sewing and construction techniques.

The creative challenges will give students a range of textile techniques that they can use to develop their own project using inquiry processes. They will be required to use textiles but the style, form and final product will be designed, constructed and managed by the students. They can work independently or collaboratively.