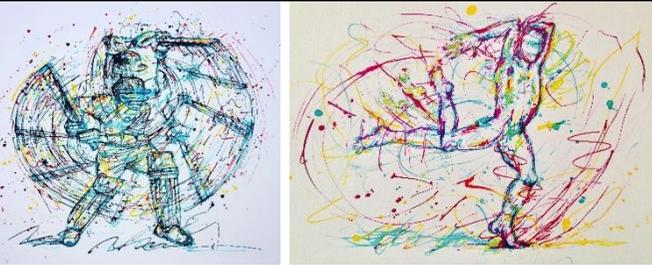




Banks Road Primary School



		<p>He is a sculptor associated with the New British Sculpture movement. Best known for portraits that reduce subjects to essential lines and colour planes.</p>  <p>In his early work, Opie made steel sculptures of domestic appliances, architectural structures and abstract geometrical shapes. Julian Opie's works have been described as similar to pop art. His graphic portrait work often features simple, minimally detailed figures with black lines and outlines. Opie is probably best known for his graphic portraiture that aims for no more than a broad likeness to his sitter. His use of computer aided design means that his portraits move freely between the domains of contemporary art and commercial design.</p> <p>Give the children a copy of one of a Julian Opie image. (<i>Emphasise the outlines and simple shapes that Julian Opie uses.</i>) Encourage the children to think about the proportion of the figures. <i>What is the shape implying, portraying? Dancing? Walking? Etc</i></p> <p>Children then to make a body shape that reminds them of a Julian Opie image and photograph using ipads.</p> <p>Draw Your Felt Tip Body: In sketchbooks, draw themselves using simple lines like Julian Opie. Remembering that the head is often detached from the body of the figure he draws. (Lowers can trace outline)</p>	
<p>LESSON 2</p>	<p>I can recognise that body shapes in art can be inferred and art not always conveyed with great detail.</p>	<p>Warm up: Draw 4 boxes and add hatching and cross-hatching. Have variety in hatching lines close together or far apart.</p>  <p>Main Activity: Using watercolours paint an impression of a person. Introduce the term abstract. Model beginning with a carrot shape.</p> <p>Then adding some shadow.</p> <p>Children to paint own impression of a person in sketchbooks.</p>	<p>Create inferred body shapes in art.</p>

<p>LESSON 3</p>	<p>I can understand that a sense of movement can be created with pen/paint.</p>	<div style="display: flex; justify-content: space-around;">  </div> <div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 10px;"> <div data-bbox="651 360 981 624" style="width: 45%;">  </div> <div data-bbox="1003 360 1794 624" style="width: 50%;"> <p>inspired by dance and movement. To produce his art he works fast and freely; vibrant lines and splashes of colour.</p> <p>Discuss how the effect of movement is created. Use a basic shape in the first instance and consider how the body is moving. Use felt tips to show movement.</p> <p>Task: Give child a basic shape and they add movement lines.</p> </div> </div> <div style="text-align: center; margin-top: 10px;">  </div>	<p>Created the effect of movement in a picture using shape and lines.</p>
<p>LESSON 4</p>	<p>I can use the techniques learnt to create an image using stick and ink. Add AI website</p>	<p>Warm up: Use 6B pencil, holding it in different ways to create different marks. Flatter part and heavy, tip of pencil and light pressure.</p> <p>Main Activity: Give children AI generated images that depict movement. Model how to use a stick/shaped skewer and dip into ink or brush. Model how we draw with it. Layer over with various colours. Choose a colour theme. Use the drawings to create a Dom Hinchliffe inspired image.</p>	<p>Skills developed in shape and form. Used an artists work as inspiration.</p>
<p>LESSON 5</p>	<p>I can use photography to capture movement through the body.</p> <p>I can plan complimentary colours to use for my final piece.</p>	<p>Warm up: Take a line for a walk and add texture and shading through pencil mark making.</p> <p>Main Activity: Children to photograph themselves on ipads showing movement with their bodies. It could be a short 5 second clip that is paused to retrieve the right image. Teacher to print images ready for lesson 6.</p> <p>Children to plan colours and how they will show movement with those colours. Practise page to be completed with annotations of their ideas and intentions.</p>	

LESSON 6	I can create a painting depicting movement inspired by Opie and Hinchliffe.	Warm up activity: Continuous line drawing evoked by a happy song and then a song that build tension. How do the lines differ? Main Activity: Children to produce an image depicting movement that is inspired by Opie and Hinchliffe. This is to be done A4. Lowers can trace outline of body.	
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