

Unit 8B Animating art

About the unit

In this unit, pupils explore the use of the moving image to communicate ideas about particular genres or styles of art. They analyse paintings, films, cartoons, illustrations, digital images, photographs and images from contemporary visual culture. They learn how to represent ideas and values using the moving image. They make connections between abstract expressionism, expressionism and pop art of the 1960s and contemporary moving images.

This unit is expected to take 10–15 hours.

What the unit covers

Art	Craft	Design	2-D	3-D	Individual work	Collaborative work
Line	Tone	Colour	Pattern	Texture	Shape	Form Space
Painting	Collage	Print making	Digital media	Sculpture	Textiles	

Where the unit fits in

This unit builds on unit 6A ‘People in action’ in the key stage 2 scheme of work and unit 7A ‘Self-image’. These units develop knowledge and skills associated with painting, collage, photography and digital imaging.

This unit could be linked with citizenship, where pupils are taught to think about moral and social issues, by analysing information and its sources, including ICT-based sources.

Expectations

At the end of this unit

most pupils will: explore ideas and make moving images in response to an artist’s work or a particular genre or style of art; research contemporary paintings and film in print, digital and video form; organise and use visual and other information in their work; manipulate media to convey their ideas; analyse and comment on their own and others’ images and relate this to what was intended; adapt their work to refine their own ideas and intentions

some pupils will not have made so much progress and will: explore ideas and make moving images to record an idea; collect visual and other information to help with their work; investigate and use the qualities of the media to communicate their ideas; comment on similarities and differences in their own and others’ work and improve their own work

some pupils will have progressed further and will: experiment with and critically assess ideas and make moving images that communicate a personal response; select ideas, organise and present information in appropriate ways; exploit the characteristics of the media and make choices about using this; analyse and comment on the context of their own and others’ work and explain how their own ideas have influenced their practice

Prior learning

It is helpful if pupils have:

- developed the habit of collecting visual and other sources of information to support their work
- used collage, model-making and mark-making techniques
- used digital images and the internet as an integral part of their art and design work
- compared the moving image with other forms of visual imagery and considered their varying impacts
- developed the habit of reflecting on their own and others' work in order to generate ideas for adapting and developing their work

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly vocabulary relating to:

- moving image, *eg composition, close-up, focus, viewpoint, viewer, kinetic, the representation of time, sound and sense of space, narrative, overlay, harmony, movement, rhythm*
- methods and processes, *eg collage, montage, storyboard, cartoon, illustration*
- equipment, *eg ICT, digital camera, photographic camera, film camera, video camera, optical toys, projectors, image manipulation*
- genres and styles of art, *eg expressionism, abstract art, pop art, kinetic art*

Writing – through the activities pupils could:

- organise facts/ideas/information into an appropriate sequence
- group sentences into paragraphs which have a clear focus
- link ideas and paragraphs into continuous text

Resources

For practical work, resources include:

- super-8mm camera and film, tripod, 16mm clear leader film, 16mm film projector and splicer, video camera, tapes, video recorder
- photocopier
- digital camera, scanner printer
- image-viewing and image-manipulation software
- internet access

Examples of art, craft and design:

- examples of work by a variety of artists, *eg Kandinsky, Warhol, Lichtenstein, Pollock, Rothko, Hockney*
- film clips, *eg by Len Lye (abstract work); Norman McClaren (pixillation techniques); Oskar Fischinger (colour, form and dynamics of music); Jan Svankmajer; Aardman animations*
- popular comic book imagery
- storyboards

Future learning

Unit 9A 'Life events' develops pupils' ability to work more independently in the way they combine and manipulate visual qualities to evoke strong reactions from the viewer. They will have opportunities to develop their technical control of materials and processes and increase their awareness of codes and conventions used in different genres and styles.

Adapting the unit

Pupils could:

- create a moving image based on the theme of made objects to communicate ideas about how these objects impact on our lives. Their research could be centred on the still-life paintings of artists from different times and places
- interpret the theme of 'moving image' in two-dimensional media to create a large narrative mural in three sections based on the work of the futurists. They could work in traditional media or combine media, *eg photography, collage and print making*
- create a moving image, to record aspects of the school's life and work to present to parents and the community. They could combine their own drawings, paintings, photographs and video clips with sounds and music

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Exploring and developing ideas**

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none"> about the visual qualities of materials and processes and how these can be manipulated and matched to ideas | <ul style="list-style-type: none"> Introduce the unit by discussing images that represent a variety of moods, emotions or feelings, <i>eg panic, happiness, anger, anxiety</i>. Ask the pupils to analyse and comment on the visual qualities of these images and to highlight key features, <i>eg gesture, harmony, movement, framing</i>. Ask them what they think and feel about these images. | <ul style="list-style-type: none"> analyse examples of images that have an emotive content and comment on the effects | |
| <ul style="list-style-type: none"> that the roles and purposes of artists and film-makers continue and change over time and from place to place to organise ideas and information into an appropriate sequence to group sentences into paragraphs that have a clear focus to link ideas and paragraphs into continuous text | <ul style="list-style-type: none"> Show examples of abstract and expressionist painting. Ask the pupils to identify or interpret in each case: <ul style="list-style-type: none"> the visual qualities of the work the way that the artist has used visual qualities and techniques the impact on the viewer Show the pupils further examples of particular movements or styles of art, <i>eg surrealism, fauvism, futurism, pop art</i>. Ask them to work in pairs to analyse and comment on the examples. Ask them to identify in each case two or three key features of the work and say what kind of idea, mood or feeling is communicated by the artist and to produce a piece of writing from this. | <ul style="list-style-type: none"> identify the purpose of images, speculating on the intentions of the artist identify similarities and differences in the roles and functions of art from different times and places | <ul style="list-style-type: none"> Pupils could make annotated drawings in their sketchbooks. Pupils could be given a writing frame to support them with this work. |
| <ul style="list-style-type: none"> to discuss and question critically, and select from a range of visual and other information | <ul style="list-style-type: none"> Ask pupils to work individually, in pairs or in groups to research in depth one particular style or movement in art. Ask them to select images and other visual reference material and store them in a sketchbook, on videotape, photographically or in electronic form. Ask the pupils to make a visual analysis of one or more examples and annotate this, identifying the key features and characteristics of the work. Ask them to identify the images that are most effective in communicating ideas, considering the impact of composition and use of media. Encourage the pupils to discuss and develop their ideas with each other and with you. | <ul style="list-style-type: none"> ask and answer questions about subject matter and image content, looking at how ideas and feeling have been communicated collect images, including photographic, digital and moving images from a number of sources, including the television (tape advertisements/ film clips) and websites | <ul style="list-style-type: none"> Pupils could be offered a selection of websites to analyse and explore. A variety of art galleries have websites that provide a wide range of images. Pupils could save and organise images as computer files, video clips and printed paper copies. |
| <ul style="list-style-type: none"> to record and analyse first-hand observations, to select from experience and imagination and to explore ideas for their purpose | <ul style="list-style-type: none"> Ask the pupils to make a sequence of drawings based on one particular image to show how it might be adapted and developed to convey the idea of change over time or to communicate the idea of movement. Ask them to develop their series of drawings using line and colour to convey a particular mood, emotion or feeling. Encourage pupils to work on a variety of scales and seek out unusual interpretations. | <ul style="list-style-type: none"> record and develop a sequence of images based on their selected work of art develop images to demonstrate how ideas and feelings are shown effectively | |

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Investigating and making**

- | | | | |
|--|---|---|--|
| <ul style="list-style-type: none"> • to investigate, combine and manipulate materials and images, taking account of purpose and audience | <ul style="list-style-type: none"> • Ask the pupils to work in groups to create a moving image, using digital video and editing practices. Ask each group to discuss the images they have produced so far and choose one to develop into a moving image. • Ask the groups to consider who the work is for and why it will be produced, <i>eg to explain the work of art to a young child, to advertise a product.</i> • Discuss the moral and social issues related to basing their work on the work of another, <i>eg copyright, ownership, the implications of manipulating work produced by someone else.</i> | <ul style="list-style-type: none"> • make a simple moving image | <ul style="list-style-type: none"> • This work could be carried out as a class. • Provide clear guidance on copyright issues and fair and appropriate use of images. |
| <ul style="list-style-type: none"> • to apply and extend their experience of a range of materials and processes, refining their control of tools and techniques | <ul style="list-style-type: none"> • Demonstrate the use of tools and processes and ask pupils to explore these, <i>eg:</i> <ul style="list-style-type: none"> – <i>building a simple optical toy with drawn moving images</i> – <i>drawing on 16mm clear leader film with permanent marker pens, and projecting this to produce a moving image</i> – <i>building simple models in modelling dough and animating them, using 8mm film cameras or video cameras</i> – <i>combining drawn and painted images digitally to produce composite images, and using image manipulation packages to produce simple animations</i> – <i>using video and film to produce short sequences of moving images that convey an emotion to the viewer</i> • Ask pupils to agree how they will develop the image, the techniques they will use, who will do what and how they will achieve the end result. Ask them to use moving image techniques and combine these with soundtracks. | <ul style="list-style-type: none"> • explore tools and processes, including digital manipulation software, to communicate ideas and the emotional content of an image • communicate ideas and feelings by selecting and using visual qualities, materials and processes • contribute to a collaborative work for a specific purpose and audience | <ul style="list-style-type: none"> • Pupils could make a simple optical toy that demonstrates the principles of animation and the moving image, or they could make drawings directly on to film to create a moving image. |

Evaluating and developing work

- | | | | |
|--|--|--|---|
| <ul style="list-style-type: none"> • to analyse and evaluate their own and others' work, express opinions and make reasoned judgements | <ul style="list-style-type: none"> • Discuss the outcomes of pupils' work. Consider what impact the use of film, moving images and new technology has had on the work. • As part of the evaluation process, ask the pupils to look at the saved images from the developmental work to see how far their work reflects their original intentions. | <ul style="list-style-type: none"> • present and explain the findings of their work using specific terminology | <ul style="list-style-type: none"> • Pupils could hold a demonstration or presentation of their finished moving images. Soundtracks or mood lighting may be added to enhance pupils' intentions. |
| <ul style="list-style-type: none"> • to adapt and refine their work and develop it further, in the light of their own and others' evaluations | <ul style="list-style-type: none"> • Ask the pupils to analyse how visual qualities have been used in their own and others' work and how these reflect their intentions. • Use the evaluation to make changes to their work. | <ul style="list-style-type: none"> • make meaningful changes to their work by using traditional or new technologies | |