

Ammonite





Ammonite

<i>Date</i>	<i>Lesson Objectives</i>
01.03.22	Introduction to the unit and vocabulary, draw an object from the ammonite collection for assessment.
	To research and explore what ammonite is.
	To use line, <u>shape</u> and space to create ammonites. Use a variety of media.
	To explore tints with painting when creating ammonite paintings. <u>Peer</u> evaluate.
	To explore form and texture by creating clay fossils. Make slip to join clay together.
	To use knowledge of paint tints to complete clay fossils.
	To research and explore the work of Ed Weston and Fibonacci.
	To take photos of natural objects. Look for fossil like details and Fibonacci's number sequence.
	Memorable experience. Wolverhampton Art gallery workshop to show an awareness of how texture, form and shape can be transferred from 2D to 3D.
	To edit, use special effects and filters to make photos into fossil like creations.
	Final piece: To use the photography fossil as the inspiration for a print design. Create the design on polystyrene tiles.
	Final piece: To use ink and rollers to print with the tiles onto fabric and paper. Evaluate the differences.

Formal elements of art	Your understanding
Line	A line is a mark made using a drawing tool.
Tone	In art, tone is how light or dark something is.
Texture	Texture is how something feels.
Shape	A shape in art has a 2 dimensional area.
Pattern	A pattern is when lines form a shape that are repeated.
Colour	Colour is the element that is produced when light strikes an object and is reflected back to the eye.
Space	The distance and area between different pieces.

In art and design, tone is how light or dark something is.

Stick on front cover sketch

Shape - an element that is a two-dimensional area.

A pattern is a design in which lines, shapes, or colors are repeated.

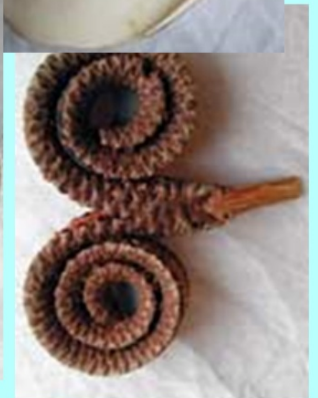
the object

01.03.22



Assessment

A random 3D object will be placed in front of you. You will have 15 minutes to draw it in as much detail as you can.



Then, you're going to transform it into an imaginary picture.

Look at the example on the left. What was the everyday object? How has it been transformed?

Ammonite

1. With an adult, search for information on fossils and ammonite online. Create an information poster on any interesting facts that you find.
2. Make a fact sheet on how fossils have been created.
3. Using the different techniques we have been learning in art, create your own ammonite. It could be a sketch, a model or anything else that you decide.
4. Take photos of any interesting patterns that you can find. They could be leaf patterns, shells, pine cones etc. Can you use some of these patterns to make your own ammonite design? Use the information below on the Fibonacci sequence to help you.

Fibonacci sequence

Fibonacci was an Italian mathematician who discovered a special number sequence, which starts 0, 1, 1, 2, 3, 5, 8, 13, 21. The pattern is continued by adding the two previous numbers in the sequence together. Mathematicians studied the Fibonacci sequence and discovered that it appeared in nature as naturally occurring patterns. The pattern can be seen in natural objects such as flowers, fruit, leaves and shells.



This half term's
homework
projects.

Big six questions

① Why is ammonite used for art?

② Where did ^{the} people first discover ammonite?

How is ammonite created?

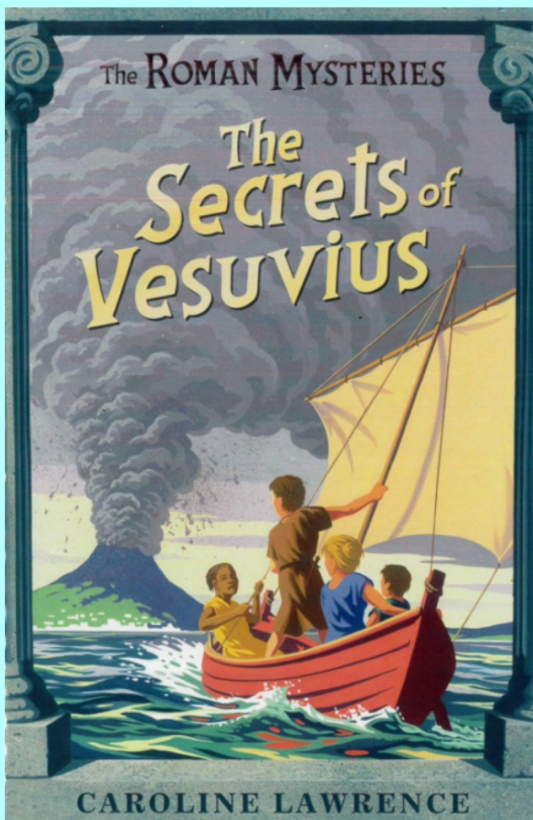
Why? What? ...

④ What different media do artists use?

⑤ When did Fibonacci discover the number sequence?

⑥ Who are some of the greatest artists that used ammonite and paleontology in their art?

Who? How?



*How do you think our
LTR text links to our art
unit?*

04.04.22

Lesson 2

We are studying: *Art*

We are learning about: *ammonite and researching what it is.*



Last lesson we discovered:

Today we will learn:

- what ammonite is.

- to use skills of research.

We need to know this *to develop our knowledge of ammonite and fossils and know what they are.*



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	<i>Memorable experience. Wolverhampton Art gallery workshop to show an awareness of how texture, form and shape can be transferred from 2D to 3D.</i>
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What are ammonites?



Ammonites, which evolved about 416 million years ago, were once the most abundant animals of the ancient seas. Scientists have identified more than 10,000 ammonite species, such as *Arnioceras semocostatum* pictured here, and use their shells to date other fossils.

PHOTOGRAPH BY BRECK P. KENT, NAT GEO IMAGE COLLECTION

**TANGO
AND
FRIENDS**





Ammonite

What is an ammonite?

Ammonites were sea creatures that lived millions of years ago. They were closely related to octopuses and squids that are found today but they had a ribbed, spiral-shaped outer shell. Ammonite shells are often found as fossils and come in many different colours and sizes.





Create an ammonite title with bubble writing.

Explain what an ammonite is.

Can you draw some ammonite style patterns inside?

Choose 4 of the pictures on your table.

Which is your favourite? Stick it in your sketch book and explain why.

Can you draw your own thumbnail sketch next to it?

Decorate your double page spread with information, pictures and drawings of ammonites.



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	To explore tints with painting when creating ammonite paintings. <u>Peer</u> evaluate.
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08.03.22

Lesson 3

We are studying: **Art**

We are learning about: To use use line, shape and space to create ammonites.



Last lesson we discovered:

- what ammonite is.
- to use skills of research.

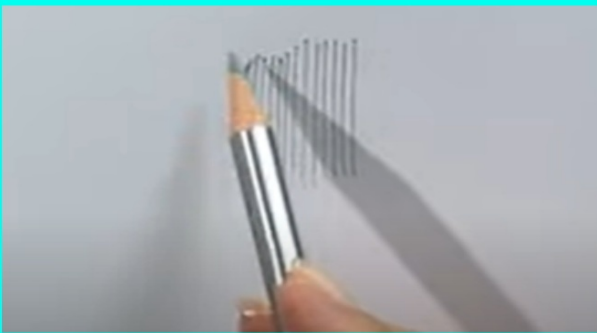
Today we will learn:

- To use line, shape and space to create ammonites.

Techniques for pencil drawing, pen, pastels and watercolour.

We need to know this to develop our knoweldge of creating art with different media.

08.03.22



After we have watched the clip, write the titles and have a go at hatching and cross hatching.

Hatching

Cross hatching

Once you have done it in pencil, have a go in pen.

Shading

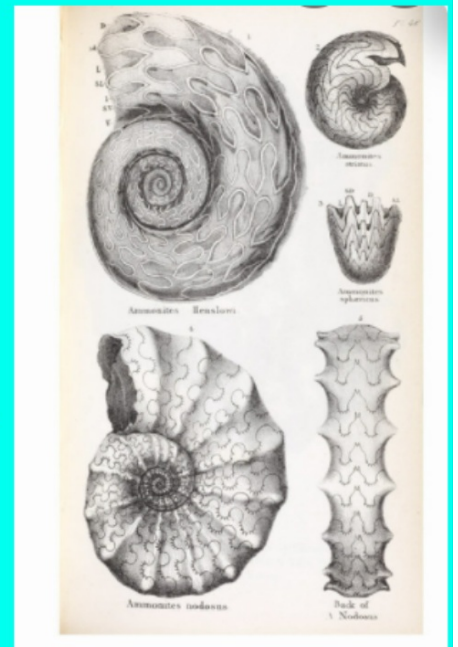


start from 1:27

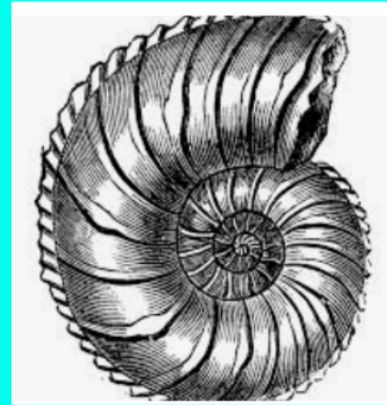
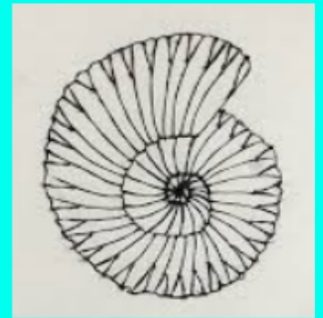
Blending Pastels



Now we need to produce sketches of ammonites



Pen drawings of ammonites



Oil Pastels





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11.03.22	<i>To explore tints with painting when creating ammonite paintings. <u>Peer</u> evaluate.</i>
	<i>To explore form and texture by creating clay fossils. Make slip to join clay together.</i>
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11.03.22

Lesson 4

We are studying: **Art**

We are learning about: Using and making different tints when using watercolours.



Last lesson we discovered:

-To use line, shape and space to create ammonites.

Techniques for pencil drawing, pen and oil pastels.

Today we will learn:

To explore how to create different tints.

To create an ammonite painting using watercolours.

We need to know this to use different tints in colour when we are painting.



In your sketch book, we will create different tints and shades of one colour.

Pure colour = hue

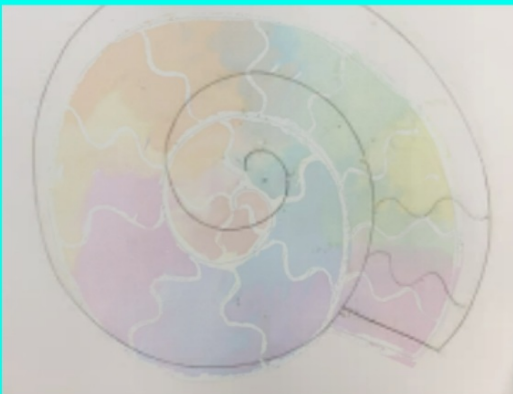
Tint
colour +
white



Shade
colour +
black



Have a go at mixing tints and shades in your sketchbook.
Try ready mix paint and watercolour
Note down any tips you learn as you go along.



*Watch this clip on
using watercolours to
paint ammonites.*

Watercolours





Now, we need to create our own!



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15.03.22	To explore form and texture by creating clay fossils. Make slip to join clay together.
	To use knowledge of paint tints to complete clay fossils.
	To research and explore the work of Ed Weston and Fibonacci.
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15.03.22

Lesson 5

We are studying: *Art*

We are learning about: *form and texture*



Last lesson we discovered:

- .To explore how to create different tints.*
- . To create an ammonite painting using watercolours.*

Today we will learn:

- how to make slip to join and secure pieces of clay together.*
- to create texture and form using clay.*

We need to know this to know how texture, form and shape can be transferred from 2d to 3d.



Watch this clip to see the different types of ammonite shapes.



Now you need to use inspiration from the clips and the pictures on your table, to create your own ammonite from clay.

We will use slip to stick pieces together.



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18.03.22	To use knowledge of paint tints to complete clay fossils.
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	To take photos of natural objects. Look for fossil like details and Fibonacci's number sequence.
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18.03.22

Lesson 6

We are studying: **Art**

We are learning about: painting clay using colour tints and shading.



Last lesson we discovered:

-how to make slip to join
and secure pieces of clay
together.

to create texture and form
using clay.

Today we will learn:

To explore how to create
different tints.

To create tints of colour to
paint our clay ammonites.

We need to know this to know how use our previous learning of creating
paint tints and shades, to paint our clay ammonites.



First, we will create different tints of 2 colours of your choice, to paint your clay ammonites.

Let's record them in our sketch book.

What 2 colours will you use?



Now, you need to use the skills of tints with paint, to paint your ammonite.

Once they are dry, we will cover them in PVA glue and add some glitter.



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22.03.22

Lesson 7

We are studying: **Art**

We are learning about: painting clay using colour tints and shading.



Last lesson we discovered:

To explore how to create different tints.

To create tints of colour to paint our clay ammonites.

Today we will learn:

Facts about the photographer Ed Weston.

All about Fibonacci's number sequence.

We need to know this so we understand who famous artists are and what their skills are.

Ed Weston

- He was an American photographer.
- He was born in 1886.
- He died in 1958.
- His dad bought him a camera when he was 16.
- He photographed common objects and turned them into works of art in his photos.



Ed Weston







Look at the collection of Ed Weston photos on your table. Which is your favourite?

Stick it in your book and explain why.



Fibonacci



Leonardo Fibonacci

Fibonacci sequence is found by adding the previous two numbers of the sequence together. Have you spotted this in nature?

Fibonacci (real name Leonardo Bonacci) was a mathematician who developed the Fibonacci Sequence. The sequence is found by adding the previous two numbers of the sequence together. It looks like this: 0, 1, 1, 2, 3, 5, 8, 13, 21, 34... And on it goes. This pattern can also be seen as:

