



# Art

# Brazilian Art

Year 3 Unit 1

**Intent:**

In this unit, pupils will learn about Brazilian art and cultural and use this knowledge to build towards creating their own Brazilian inspired artwork. They will build on their previous Year 2 exploration of painting, printing and sculpture. Throughout this unit the children will look at the history and cultural behind Brazilian art and explore the different themes from which the art is created. Using basic painting, printing and sculpture techniques, alongside exploring the work of inspirational Brazilian Artist, pupils will create their own Brazilian inspired work of art. This will lay the foundations for future creations as the move through the school and allow pupils to start to recognise themselves as Artists.

**Pupils should be taught to:****Know:**

What Brazilian art is.

Who Beatriz Milhazes is.

How to create layers through printing.

**Be able to:**

Create a piece of art in a Brazilian style.

Use sculpture and printing techniques with more confidence

Combine techniques to create a final piece.

**Prior learning:**

EYFS	Year 1	Year 2			
Explore and play with a wide range of media and materials	Drawing techniques/colour mixing/ simple collage	Revisiting sculpture and printing techniques.			

**Key Vocabulary:****Core Knowledge**

Conceptual Art	When something is conceptual it is referring to an original or first thought that will be built upon.
Abstract Art	Abstract art is art that does not attempt to represent an accurate representation of reality but instead uses shapes, colours, forms and marks to achieve its effect.

**Technical Vocabulary**

Printmaking	The activity of making pictures or designs by printing them from specially prepared plates or blocks.
Geometric Art	Geometric art originated in Greek art, and is recognised largely by geometric motifs. Geometric art is characterised by patterns or decorations of lines and shapes.
Motif	A motif is a decorative image or design, especially a repeated one, forming a pattern. It is also known as a dominant or recurring idea in an artistic work.
Collagraph Printing	Collagraph comes from the Greek 'colla', meaning glue, and 'graph,' meaning to draw. A collagraph is essentially a collage of materials of various textures glued on to a printing plate.

**Misconceptions**

Not true

Teach this

Rio de Janeiro is the capital of Brazil.

Brasília is the capital of Brazil.

**Key Works of Art**




**Sonho Tropical by Beatriz Milhazes**

<https://www.durhampress.com/2011/01/beatriz-milhazes-at-the-beyeler-foundation/>



**Serpentina by Beatriz Milhazes**

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Examples/Art references
1	<p><b>How do Milhazes use her surroundings to influence her artwork?</b></p> <p>LO: To investigate what Brazilian art is and know who Beatriz Milhazes is.</p> <p>LO: To experiment with geometric shapes in order to represent my surroundings.</p>	<p><b>Input:</b> Show pupils examples of Brazilian art/street art/ Beatriz Milhazes' work. Ask the children to think about what they can see in the images. Does it remind them of anything? Explain that Brazilian art is very vibrant, colourful and full of life. Milhazes uses geometric shapes and her surroundings to create her abstract art. <a href="https://www.pacegallery.com/artists/beatriz-milhazes/">https://www.pacegallery.com/artists/beatriz-milhazes/</a></p> <p><b>Task 1:</b> Print one or two art pieces and have the children annotate/appraise the piece. Using questions eg: What do you think this painting shows? What do you like/dislike? What techniques do you think the artist has used? What mediums has the artist used to create this piece? How does this piece make you feel?</p> <p><b>Task 2:</b> Reintroduce the concept of abstract art. Make a list as a class of all the surroundings they can think of- the beach/sea/woodlands/ town etc. Then make a list of which shapes could be used to represent each surrounding, eg. Rectangles or squares as houses.</p> <p>Using your discussion notes, the children now need to use these surroundings/ to create their own geometric artwork in their sketchbooks. Then using bright colours – paint/pens fill in each section until finished. <i>Remind children that it does not need to be accurate, simply a representation</i></p> <p><b>Cumulative questions 1 &amp; 2</b></p>	 <p><b>Flower Swing- Milhazes</b></p>

2

**How does Milhazes use printmaking in her art?**

LO: To design geometric collagraph prints.

**Input:**

Explain that Milhazes is a printmaker, show example of her work and discuss how she uses layers of printing to create the effects. Discuss Brazilian culture- food, native animals, flag, carnivals etc

**Task:**

Children to split a page of their sketchbooks into 4 sections- each section needs to be filled with a different geometric design that represents something they have learnt about the Brazilian culture ready for lesson 4.

Eg. One section could focus on the flag, another on the Amazon rainforest etc.



Each section should be filled and annotated- explaining choice in shape, colour, which one they like the most. (This could be done with post it notes and stuck over each section)



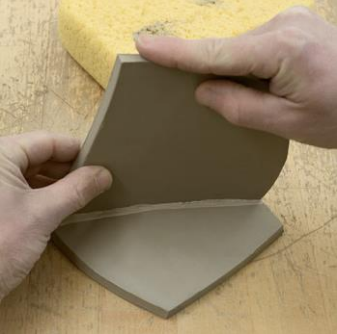
*Remind children these do not have to be accurate, rather abstract representations.*

**Cumulative questions 1- 4**





<p>3</p>	<p><b>How does Milhazes use printmaking in her art?</b></p> <p>LO: To design geometric collagraph prints.</p>	<p><b>Input:</b> Revisit lesson 2 designs, explain that they are now going to make these designs in Collagraph prints. <a href="#">Collagraph Printing Explained</a> - this is helpful to explain to the children what you will be doing.</p> <p><b>Task:</b> Children to create their geometric designs in card/foam sheets ready for printing. Children to pick 1 or 2 of their designs to create and then print into sketchbooks, it may be useful to get the children to think about how they will print each tile/plate- will their designs overlap? Are they going to layer them?</p> <p><i>Card for printing- ask each child to bring in a cereal box- easy to cut and free!</i> <i>Printing ink/rollers- outside Lions class</i></p> <p><b>Cumulative questions 3- 6</b></p>	
<p>4</p>	<p><b>How have Favela's (shanty towns) been used as art?</b></p> <p>LO: To explore what favelas are and design a sculpture based on a favela.</p>	<p><b>Input:</b> Explain what a Brazilian Favela is, why they exist and why they are being transformed into works of art. <a href="https://favelapainting.com/PROJECTS">https://favelapainting.com/PROJECTS</a> <a href="https://www.thecoolist.com/favela-painting-giving-pride-to-brazils-poor/">https://www.thecoolist.com/favela-painting-giving-pride-to-brazils-poor/</a></p> <p>The poorest Brazilian towns, built on the outskirts of major cities, transformed with bright colours and designs to bring pride and comfort to some of the most dangerous places to live.</p> <p><b>Task:</b> Sculpture: Children to design either their own shanty house or a few houses that will be connected together through clay joining techniques. Children to annotate, colours, how they will create their house(s) in sketchbooks.</p> <p><b>Cumulative questions 5 - 8</b></p>	

5	<p><b>How</b></p> <p>LO: To explore clay joining techniques.</p>	<p><b>Input:</b> Go through clay joining techniques <a href="https://www.youtube.com/watch?v=K8nRLmcxL88">https://www.youtube.com/watch?v=K8nRLmcxL88</a> - Joining clay slabs <a href="https://www.youtube.com/watch?v=xZQ69FVqggA">https://www.youtube.com/watch?v=xZQ69FVqggA</a> - Joining techniques</p> <p><b>Task:</b> Children to use joining techniques to create their home/homes. Once dried, house will need to be painted and then displayed together to create a colourful favela.</p> <p><b>Cumulative questions 7 – 10</b></p> 	 
6	<p><b>Which techniques will I use to create my final Brazilian culture inspired piece?</b></p> <p>LO: To plan a final piece.</p> <p>LO: To create a final piece using previous learning.</p> <p><b>This may take 2 lessons</b></p>	<p><b>Input:</b> Recap prior learning of techniques, collagraph printing, clay techniques, vibrant Brazilian colours, Milhazes' work. The children need to plan and create their own masterpiece using the skills they have learnt.</p> <p><b>Task 1:</b> Children to plan in their sketch books how they would like their final piece to look. Children need to think about colour, shape, pattern and which techniques they would like to use. (mixed media)</p> <p><b>Task 2:</b> Children to create final piece from their plan on art paper/card. Photo of final piece to be stuck in sketch books.</p> <p><b>Cumulative questions 9 - 12</b></p>	