



## Food Dudes Curriculum Links for Visual Arts

Fruit and vegetables provide interesting colours, textures and patterns to examine and explore. Traditionally fruit and vegetables have been associated with still life art but the scope for learning goes far beyond that. Through such work the following concepts and skills can be developed:

- An awareness of colour and tone
- An awareness of texture
- An awareness of pattern and rhythm

The links below have been chosen with an emphasis on developing the above concepts and skills.

You may wish to develop the curriculum links in full lessons, or there may be opportunities to develop concepts and skills through incidental learning, for example by drawing children's attention to specific fruit peel textures whilst Food Dudes is running.

Any work that is undertaken provides the opportunity for children to look and respond, both to his/her own work, and to the work of other children. Paintings and drawings by still life artists can be used to look at form, composition, use of colour and texture.

### **Concepts and skills development**

#### **An awareness of colour and tone**

##### Infant Classes

- become sensitive to colour in his/her surroundings

##### First and Second Classes

- develop sensitivity to colour in the visual environment

##### Third and Fourth Classes

- develop sensitivity to colour and tone in the visual environment

Fifth  
and  
Sixth  
Classes

- develop sensitivity to subtleties in colour and tone in the visual environment

**An awareness of texture**

Infant  
Classes

- begin to explore the relationship between how things feel and how they look
- create texture with a variety of materials and tools

First  
and  
Second  
Classes

- begin to explore the relationship between how things feel and how they look
- create variety in surface textures using a range of materials and tools

Third  
and  
Fourth  
Classes

- explore the relationship between how things feel and how they look
- create variety and contrast in surface texture using a range of materials and tools
- experiment in interpreting texture in drawing and painting

Fifth  
and  
Sixth  
Classes

- explore the relationship between how things feel and how they look
- create variety, contrast and emphasis in surface textures using a range of materials and tools
- use a variety of drawing instruments to suggest texture from observation of objects

**An awareness of pattern and rhythm**

Infant  
Classes

- become aware of pattern and rhythm in his/her visual surroundings and in his/her work in repeated use of lines and shapes

First  
and  
Second  
Classes

- recognise pattern in the visual environment

Third  
and  
Fourth  
Classes

- discover and explore pattern in nature and in the visual surroundings
- recognise and purposefully use repetition and variation of line, shape, texture, colour and tone in two and three-dimensional work

Fifth  
and  
Sixth  
Classes

- analyse pattern in the visual environment through drawing, painting and other media
- use repetition and variation of line, shape, texture and colour

**Strand: Drawing**  
**Strand unit: Making drawings**

The child should be enabled to

Infant  
Classes

- experiment with the marks that can be made with different drawing instruments on a range of surfaces
- discover and draw line and shape as seen in natural and manufactured objects and discover that lines can make shapes
- explore the relationship between how things feel and how they look  
*texture in natural and manufactured objects*  
*interpreting some of these textures in mark-making and rubbings*

First  
and  
Second  
Classes

- experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces
- draw from observation  
*a variety of natural and manufactured objects (e.g. a tree, leaf, flower, fruit, vegetable, objects grouped on shelves or display tables)*

Third  
and  
Fourth  
Classes

- experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces
- draw from observation  
*still life arrangements*

Fifth  
and  
Sixth  
Classes

- experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces, demonstrating increasing sensitivity and control
- draw from observation  
*still life arrangements*

**Strand: Paint and colour**  
**Strand unit: painting**

The child should be enabled to

Infant  
Classes

- discover colour, pattern and rhythm in colourful objects
- discover the relationship between how things feel and how they look  
*texture in natural and manufactured objects*

First  
and  
Second  
Classes

- paint objects chosen for their colour possibilities
- discover harmony and contrast in natural and manufactured objects
- discover colour, pattern and rhythm in natural and manufactured objects and interpret them in his/her work
- explore the relationship between how things feel and how they look  
*texture in natural and manufactured objects*

Third  
and  
Fourth  
Classes

- paint from observation
- discover harmony and contrast in natural and manufactured objects
- discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work
- explore the relationship between how things feel and how they look  
*discovering texture in natural and manufactured objects*

Fifth  
and  
Sixth  
Classes

- paint from observation
- discover harmony and contrast in natural and manufactured objects
- discover pattern and rhythm in natural and manufactured objects  
*using repetition and variation of complementary and harmonious colours and varieties of line, shape and texture*
- explore the relationship between how things feel and how they look  
*discovering texture in natural and manufactured objects*  
*interpreting textures in colour and tone and in mixed media*

**Strand: Drawing/Painting**  
**Strand unit: Looking and responding**

The child should be enabled to

All  
Classes

- look at and talk about his/her work, the work of other children and the work of artists