

Term 3

**Unit Overview: LKS2 Art
Cloth, Thread, Paint**

<p>National Curriculum Links Pupils should be taught to</p> <ul style="list-style-type: none"> ❖ develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; ❖ to create sketch books to record their observations and use them to review and revisit ideas; ❖ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay; ❖ to know about great artists, architects and designers in history. 	<p>Aims of pathway In this pathway children are introduced to artists that combine paint and sewing, art and craft.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> ❖ That artists can combine art and craft using painting and sewing together to make art. ❖ That when we use two media together such as paint and thread, we can use their unique qualities in different ways to build an image. ❖ That the skills we learn in one medium such as mark making in drawing, can be used in another such as sewing. ❖ That we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art. <p>Domains of knowledge:</p> <p>Practical Knowledge</p> <ul style="list-style-type: none"> ❖ I can use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions. ❖ I can use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape. ❖ I can use my sketchbook to make visual notes capturing ideas that interest me. ❖ I can use my sketchbook to test ideas and explore colour and mark making. <p>Theoretical Knowledge</p> <ul style="list-style-type: none"> ❖ I have explored how artists combine media and use them in unusual ways to make art. 	<p>Unit Outcomes</p> <ul style="list-style-type: none"> ❖ Use acrylic and thread to make a painted and stitched piece. ❖ Children explore how these artists use fabric, paint and thread to make work in response to landscapes (and sometimes the people within those landscapes). ❖ Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds. ❖ Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition. 	
<p>Substantive Knowledge.</p> <ul style="list-style-type: none"> ❖ Understand that paint acts differently on different surfaces. ❖ Understand the concept of still life and landscape painting. <p>Implicit Knowledge / Skills</p> <ul style="list-style-type: none"> ❖ Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. ❖ Develop mark making skills. ❖ Continue to develop colour mixing skills. ❖ Make visual notes using a variety of media using the “Show Me What You See” technique when 		<p>Artists Alice Kettle, Hannah Rae</p> <p>Cross Curricular Opportunities Geography: Adapt to create imagery which explores symbols on maps. History: Adapt to create portraits of significant individuals from history. Maths: Pattern, repetition, pictorial representation, 2D/3D shapes. Science: Adapt and use plants, trees, leaves, food chains, animals as inspiration to draw and make printed</p>	<p>Receptive Practical Knowledge</p> <p>Vocabulary Mixed media, calico, acrylic, thread, stitches, experiment, background, foreground</p> <p>Medium and Materials Fabric (Calico), Paint, Thread</p> <p>Techniques Work in sketchbooks or on larger sheets of paper using sharp soft B pencils or handwriting pens. Use stitch to create texture, marks and energy on the painted canvas.</p>

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<p>looking at other artists work to help consolidate learning and make the experience your own.</p>		<p>patterns. PSHE: Peer discussion.</p>	<p>Use sketchbooks as a tool to develop ideas, explore colour and experiment with mark making.</p> <p><u>Disciplines</u> Painting, Sewing, Drawing, Sketchbooks</p>
<p><u>Prior learning</u> <u>EYFS: Expressive Art & Design</u></p> <ul style="list-style-type: none"> ❖ Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. ❖ Explore different materials freely, to develop their ideas about how to use them and what to make. <p><u>KS1</u></p> <ul style="list-style-type: none"> ❖ Explored how to use gestural and experimental mark making in paint. Introduced mark making skills in drawing (which will be transferred into stitches). ❖ Make visual notes about artists studied. Explore & Draw ❖ Explore mark making. Spirals 	<p><u>Future application of skills</u> Develop mixed media approaches to land and city scapes, building upon use of mark making and colour.</p> <p><u>LKS2:</u></p> <ul style="list-style-type: none"> ❖ Make visual notes to record ideas and processes discovered through looking at other artists. Storytelling Through Drawing <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Develop Mark Making. 2D to 3D ❖ Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. Mixed Media Landscapes 	<p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ <u>Democracy:</u> Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer- assessment and encouraging students to support each other. ❖ <u>The rule of law:</u> Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. ❖ <u>Individual liberty:</u> Children are able to express themselves through art and design. ❖ <u>Mutual respect:</u> Children are encouraged to look at art in different cultures and religions -Rangoli patterns, Myan art etc ❖ Art through other curriculum subjects respects all opinions eg What does Jesus look like? <p><u>Christian Values</u> "Courage," the pioneering French artist Henri Matisse once insisted, "is essential to the artist, who has to look at everything as though he were seeing it for the first time." <u>Spirituality:</u> Ows, Wows, and Nows Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.</p>	