

Term 1

Unit Overview: KS1 Art

Expressive Painting

<p><u>National Curriculum Links</u> Pupils should be taught to</p> <ul style="list-style-type: none"> ❖ To use a range of materials creatively to design and make products. ❖ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ❖ To develop a wide range of art and design techniques in using colour, pattern, texture, line shape, form and space. ❖ To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p><u>Aims of pathway</u> In this pathway children are introduced to the idea that they can use paint in an intuitive and exploratory way. Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark-making to create abstract still lifes.</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ That artists sometimes use loose, gestural brush marks to create expressive painting. ❖ Expressive painting can be representational or more abstract. ❖ Artists use impasto and sgraffito to give texture to the painting. ❖ Artists sometime use colour intuitively and in an exploratory manner. ❖ That we can enjoy, and respond to, the way paint and colour exist on the page. <p><u>Domains of knowledge:</u></p> <p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can recognise primary colour and mix secondary colour. ❖ I can experiment with hues by changing the amount of primary colours I add. ❖ I can make a loose drawing from a still life. ❖ I can see colours and shapes in the still life. ❖ I can use my gestural mark making with paint and incorporate the colours and shapes in the still life to make an expressive painting. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I have see how artists, contemporary and old masters, sometimes use paint in an expressive, loose way to create paintings full of life and colour. 	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Use still life to make expressive and gestural painting with acrylic paint.
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none"> ❖ Understand that some painters use expressive, gestural marks in their work, often resulting in abstract, expressionist painting. ❖ Understand that the properties of the paint that you use, and how you use it, will affect your mark making. ❖ Understand that primary colours can be mixed together to make secondary colours of different hues. ❖ Understand the concept of still life. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ Explore colour and colour mixing. ❖ Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment using home-made tools. 		<p><u>Artists</u> Marela Zacarias, Charlie French, Vincent Van Gough</p> <p><u>Cross Curricular Opportunities</u> Geography: After looking at the expressive landscapes by Van Gogh and Cezanne, be inspired by your local landscape (united Kingdom) and use gestural brush strokes to paint a scene you</p> <p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> Gesture, gestural marking making, loose, emotion, intention, exploration, reaction, response, personal imagination, energy, impression, colour, life, shape, form, texture, line, impasto, still life, texture, line, rhythm, composition.</p> <p><u>Medium and Materials</u> Acrylic paints, soft pencils, cartridge paper, ‘found tools’.</p> <p><u>Techniques</u> Explore how artists draw parallels with other beings so that we can learn about ourselves. Use a variety of media to create observed and expressive drawings of nests. Use sketchbooks to test materials.</p> <p><u>Disciplines</u> Painting Sketchbooks.</p>

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<ul style="list-style-type: none"> ❖ Create an arrangement of objects or elements. Use as the focus for an abstract still life painting using gestural marks using skills learnt above. ❖ . 	<ul style="list-style-type: none"> ❖ I can start to share my response to the work of other artists. ❖ I can share my experiments and final piece with others and share what I liked and what went well. 	<p>know or see, or explore weather, habitat, river or sea.</p>	
<p>Prior learning</p> <p><u>EYFS: Understanding the world:</u></p> <ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. <p><u>EYFS: Expressive Art & Design</u></p> <ul style="list-style-type: none"> - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. 	<p>Future application of skills</p> <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Continue to understand and explore that there are many ways to paint – none of which are ‘better’ than others. ❖ Continue to develop experience and understanding of paint as a medium and how we apply paint and the intention behind our action affect outcomes. ❖ Continue to develop visual literacy and mark making skills. ❖ Continue to build experience of colour mixing, hues and tints. ❖ Continue to develop understanding of how others respond to art, bringing their own unique perspective. 	<p>British Values</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>Christian Values</p> <p>“<u>Courage,</u>” 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.”</p> <p><u>Spirituality:</u> Ows, Wows, and Nows</p> <p>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>	

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		<p><u>Respect:</u> Being respectful towards others' artwork and appreciating work produced.</p>
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