

Term 1

**Unit Overview: LKS2 Art
Working with Shape and Colour**

<p><u>National Curriculum Links</u> 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><u>Aims of pathway</u> In this pathway children use close looking and the “Show Me What You See” technique to explore artwork from a particular artist, movement or era. Children then explore how they can use shape and colour to simplify elements, inspired by the Cut-outs of Henri Matisse</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ That we can be inspired by key artworks and make our own work in creative response. ❖ That we can use shape and colour as a way to simplify elements of the world. ❖ That shapes have both a positive and negative element. ❖ That we can arrange shapes to create exciting compositions. ❖ That we can use collage to inspire prints. 	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Make a birds nest sculpture using a variety of materials. 	
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none"> ❖ To understand that make sculpture can be challenging. ❖ To understand its takes a combination of skills, but that we can learn through practice. That it is ok to take creative risks and ok if things go wrong as well as right. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ Practise drawing skills. ❖ Make visual notes to record ideas and processes discovered through looking at other artists. ❖ Test and experiment with materials. ❖ Develop our construction skills, creative thinking and resilience skills by making sculpture which combines lots of materials. Use tools to help us construct and take creative risks by experimenting to see what happens. Use Design through Making 	<p><u>Domains of knowledge:</u></p> <p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can cut shapes directly into paper, using scissors, inspired by the artwork. ❖ I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork. ❖ I can ass to my collage, using line, colour and shape made by stencils. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can explore artwork through looking, talking and exploring. ❖ I can share my work with my class. I can reflect and share what I like, and what I would like to try again. 	<p><u>Artists</u> Rachel Parker, Shaheen Ahmen, Andy Gilmore, Louise Despont.</p> <p><u>Cross Curricular Opportunities</u> Geography: Link with birds and migration via the North and South hemisphere. Science: Language to support understanding of materials, habitats. PSHE: Supports responsibility to the planet, collaboration, peer discussion.</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> Exploration, inventive, challenge, construct, discover, reflect, analyse, balance, present, articulate, photographs.</p> <p><u>Medium and Materials</u> Various drawing materials, construction materials, graphite sticks, water soluble graphite, wax crayons, water colour, A3 cartridge paper.</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></p>

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<p>philosophy and reflect at all stages to inform future making.</p>		<p>Drawing, Sketchbooks, Sculpture.</p>
<p><u>Prior learning</u></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><u>KS1</u></p> <ul style="list-style-type: none"> ❖ Introduced early visual literacy skills to help pupils respond to imagery, articulating their thoughts and beginning to make a creative response. Explored simple printmaking including monoprint. Introduced idea that media can be layered and used together. ❖ Understand drawing is a physical activity. ❖ Draw from first hand observation, observing detail using materials. ❖ Understand that there is a relationship between drawings on paper (2D) and making (3D). ❖ Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. 	<p><u>Future application of skills</u></p> <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Understand designers often create scaled models to test and share their ideas with others. ❖ Understand that there is often a close relationship between drawing and making. ❖ Understand that there are technical processes we can use to help us see, draw and scale up our work. ❖ Further development of making a creative response to an original resource, including where the original resource is aural as well as visual. ❖ Developing decision making skills including the ability to choose the appropriate material and method to answer personal needs. ❖ Confidence building in dexterity, intention, technical and creative skills. 	<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></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>