

Term 3

Unit Overview: LKS2 Art

Exploring Pattern

<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 have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. Children will take a mindful approach to working with patterns. Pupils explore how artists and designers use pattern in their own work; and then go on to explore ways in which they can create pattern in a playful way.</p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Use collage to create a repeating pattern and use editing software to recreate it on a computer. 	
<p><u>Substantive Knowledge.</u></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><u>Implicit Knowledge / Skills</u></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 looking at other artists work to help consolidate learning and make the experience your own. 	<p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ❖ That the act of making drawings can be mindful. ❖ That we can use line, shape and colour to create patterns. ❖ That we can use folding, cutting and collage to help us create pattern. ❖ That we can create repeated patterns to apply to a range of products or outcomes. <p><u>Domains of knowledge:</u></p> <p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can relax into making sensory drawings using a pencil, making marks on the page without having a predefined outcome. ❖ I can work in my sketchbook to explore how I can make drawings inspired by ‘rules’. I can generate lots of different types of patterns. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I have explored the work of an artist who creates artwork inspired by pattern. I have 	<p><u>Artists</u> Rachel Parker, Shaheen Ahmen, Andy Gilmore, Louise Despont.</p> <p><u>Cross Curricular Opportunities</u> History: Focus on patterns from your chosen ancient civilisation. Science: Look at patterns in the structure of fruits or plants, reflections and shadows. Maths: Measuring, symmetry, tessellation/repeated patterns, orientation. Music: Use music and sounds when doing mindful drawings as part of this pathway.</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u> Pattern, sensory, playful, mindful, exploratory, point, line, rhythm, shapes, circles, ovals, curves, purpose, decorative, aesthetic, tessellated, design, colour, negative, surface pattern, repeating, composition, juxtaposition, curating, exhibition.</p> <p><u>Medium and Materials</u> Paper, pens, paint, soft B pencils, handwriting pens, A2 cartridge paper, rulers, tape, string, coloured paper and card.</p> <p><u>Techniques</u> Use needles and sharp pencils with a variation of width to create a rhythmic piece. Look at examples of repeated patterns to think about colours and shapes, and the relationship between these components to create an overall balanced pattern. Make notes in sketchbooks about their decision making. Scan patterns into a</p>

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	<p>thought about where we use pattern in our life to make our worlds brighter.</p> <ul style="list-style-type: none"> ❖ I can explore the work of a surface pattern designer and make my own repeating patten, exploring colour, shape and composition. 		<p>computer and create a repeat pattern.</p> <p><u>Disciplines</u> Drawing, Collage, Design.</p>
<p><u>Prior learning</u></p> <p><u>EYFS: Expressive Art & Design</u></p> <ul style="list-style-type: none"> ❖ Use drawing to represent ideas. ❖ Create closed shapes with continuous lines and begin to use these shapes to represent objects. <p><u>KS1</u></p> <ul style="list-style-type: none"> ❖ Explore lines made by a drawing tool, made by moving fingers wrist, elbow, shoulder and body. ❖ Work with care and focus, enjoying making drawings which are unrushed. ❖ Understand collage is the art of using elements of paper to make images. ❖ Understand we can create our own papers with which to collage. 	<p><u>Future application of skills</u></p> <ul style="list-style-type: none"> ❖ Develop use of colour and applying it to 2D and 3D shape. ❖ Develop understanding of ways in which we use surface pattern in relation to design disciplines, i.e. fashion. 	<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>Respect</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>	