

Our Intent is: To engage, inspire and challenge pupils in exploring, “How can you express creativity and culture through Art?” offering opportunities to engage in developing skills with varied styles and media.



Forton Primary School
Art and Design

Nicky Nook Class
Autumn 2
Year A

N.C. LINKS:

Pupils should be taught:

- 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.
- 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.

Key Concept: Drawing/Colour

Artist: Wassily Kandinsky (1866 -1944)

Key Question: How does abstract art allow for interpretation?

Vocabulary:

- drawing
- colour
- shape

Unit Overview:

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Kandinsky is a famous painter who explored how colour could help him express himself and his emotions. We will be using colour to create a drawing of similar style.

- line
- abstract
- expressionism
- emotions

Chronological Context:

Modern Period 1900 - 1970

Periods: Expressionism, Modern Art, Der Blaue Reiter, Abstract Art

New Knowledge Progression:

- 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.

**Building on Prior learning from EYFS:
Exploring Media and Materials
Key Learning linked to Art**

Observation – look closely at the world through real experiences, objects and artefacts, in natural and made environments.

Communication – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch and feel.

Aesthetic Awareness – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and

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appreciation of sensory experiences/different stimuli.
Physical skill – manipulate and control range of tools and equipment for different purposes.
Art processes and techniques – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.
Evaluation – talk about their work/work of others, say what they like and dislike and why, make suggestions about the changes they would make or different tools or techniques they could have used.

- **Key Skills (Disciplinary)**
- Develop and record their ideas through painting, drawing, sculpture in response to first hand observations, e.g. real objects, photographs, artefacts, and experiences.
- Talk about and answer questions about the starting point, and choices they have made, e.g. chosen tools, media, materials.
- Show confidence in working creatively e.g. with a range of media on different scales.
- Recognise the styles of artists, craft makers or designers and use this to inform their own work.
- Talk about the similarities and differences between different artists, craft makers or designers.

- Confidently use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. cross hatching with felt tip pens.

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- Begin to demonstrate control of tools and materials of their choice to create a desired effect, e.g. select, cut and shape faux fur fabric for a tiger hand puppet.
- Talk about the techniques, materials and equipment used in their work and the work of others, e.g. ‘I have used a cotton bud to add dots’.
- Describe what they like about their own work and the work of others using appropriate language e.g. ‘I like the way a fine tip brush is used to add detail’.
- Adapt and make changes to their work and the tools they use as it develops.
- Describe how they have changed and adapted their work for a specific purpose, e.g. use of specific tools to create more texture.
- Explore and record their own ideas through painting, drawing, sculpture, in response to first hand observations, e.g. real objects, pictures, artefacts, and experiences.
- Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.
- Beginning to work creatively e.g. with a range of media on different scales.
- Describe what they think and feel about the work of a chosen artist, craft maker or designer.
- Begin to talk about the style of a chosen artist, craft maker or designer.
- Begin to use drawing, painting, sculpture and other art, craft and design techniques to explore the use of line, texture, colour, shape to create different effects, e.g. to apply acrylic paint thickly to add texture.
- Begin to demonstrate control of given tools and materials to create a desired effect, e.g. change the size of brushes in a simple graphics package
- Describe some of the art and design techniques they have used in their work, e.g. painting, collage, printing, drawing and sculpture.
- Talk about the features they like in their own work and in the work of others.
- Talk about what they might change in their own work.

Sequence of Lessons:

- 1. LO: To explore an artist and their work.**
- 2. LO: To evaluate a piece of artwork by Kandinsky.**
- 3. LO: To explore creating shapes.**

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4. LO: To create a drawing in the style of Kandinsky.

Enhancements:

Opportunities to explore drawing with shapes in CP.

End of Unit Outcome:

A drawing in the style of Kandinsky.