

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

Nicky Nook Class Spring 1 & 2 Year B

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: Photography

Artist: Andy Goldsworthy (1956 -present)

Key Question: What inspires Goldsworthy to make his art?

Vocabulary:

- **photography**
- **photographer**
- **land art**
- **nature**
- **contemporary**

Unit Overview:

A British photographer who takes photos of land art. We will be creating our own land art and evidencing it using photography.

Chronological Context:

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

Contemporary 1950 Onwards	<ul style="list-style-type: none">• natural materials
<p>New Knowledge Progression:</p> <ul style="list-style-type: none">• to use a range of materials creatively to design and make products.• Learn 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>Building on Prior learning from EYFS:</p> <p>Exploring Media and Materials</p> <p>Key Learning linked to Art</p> <p><i>Observation</i> – look closely at the world through real experiences, objects and artefacts, in natural and made environments.</p> <p><i>Communication</i> – talk about what they are doing, talk about colours, patterns, shapes, textures, in what they see, touch and feel.</p> <p><i>Aesthetic Awareness</i> – respond to creative and aesthetic experiences, showing pleasure and enjoyment, awareness and appreciation of sensory experiences/different stimuli.</p> <p><i>Physical skill</i> – manipulate and control range of tools and equipment for different purposes.</p> <p><i>Art processes and techniques</i> – use different techniques within painting, drawing, collage and sculpture using a variety of media and materials.</p> <p><i>Evaluation</i> – 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.</p>
Key Skills (Disciplinary)	

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.

- Develop and record their ideas in response to first hand observations,
- Talk about and answer questions about the starting point, and choices they have made, e.g. chosen, materials.
- Show confidence in working creatively e.g. with a range of media on different scales.
- 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.
- Begin to demonstrate control of tools and materials of their choice to create a desired effect,
- Talk about the techniques, materials and equipment used in their work and the work of others,
- Describe what they like about their own work and the work of others using appropriate language e.g.
- 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.
- Talk about their ideas and the choices they have made, e.g. chosen tools, media, materials.

Sequence of Lessons:

1. LO: To explore an artist and their work.
2. LO: To evaluate a piece of artwork.
3. LO: To explore natural materials.
4. LO: To plan a nature sculpture.
5. LO: To create a piece of land art using natural materials.

Enhancements:

Nature walk around the school grounds.

End of Unit Outcome:

A land art piece evidenced by photography.