

*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 & Design

Pendle Class  
Autumn 1  
Year B

**N.C. LINKS:**

Pupils should be taught:

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

About great artists, architects and designers in history.

**Key Concept:** Painting

**Artist:** Yayoi Kasama (1929-present)

**Key Question:** How did Yayoi Kasama influence the Pop Art movement in New York?

**Vocabulary:**

- Sculpture
- Japanese
- Performance
- Painter
- Artist
- Bright
- Discipline
- Minimalism
- Surrealism
- Pop art
- 3D installation

**Unit Overview:**

Kasama is a Japanese sculptor, performance artist and painter. She uses bright colours and has worked within the disciplines of minimalism, surrealism and pop art.

We will be using bright patterns to create a 3D installation.

**Chronological Context:**

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<p>Contemporary</p> <p>Yayoi Kusama was born in Japan in 1929. She began studying traditional Japanese painting, but moved to New York to pursue her interest in abstract expressionist art. She became part of the Pop Art movement in New York in the 1960's.</p>	
<p><b>New Knowledge Progression:</b></p> <ul style="list-style-type: none"><li>• To be able to discuss the work of a chosen artist.</li><li>• To be able to analyse the style of an artist.</li><li>• To be able to work creatively using tools and materials.</li><li>• To create a piece of artwork in the style of the chosen artist.</li></ul>	<p><b>Building on Prior learning when B follow A:</b></p> <ul style="list-style-type: none"><li>• To be able to explain the style of a chosen artist.</li><li>• To be able to explain the differences between types of paint.</li><li>• To be able to analyse others and their own work, allowing for progression.</li><li>• To use their painting skills to complete a piece of artwork.</li></ul>
<p><b>Key Skills (Disciplinary)</b></p> <ul style="list-style-type: none"><li>• Independently investigate a range of starting points for their work, and confidently develop their ideas further.</li><li>• Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</li><li>• Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</li><li>• Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li><li>• Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</li><li>• Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</li><li>• Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on canvas.</li><li>• Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.</li></ul>	

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- Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.
- Use sketch book / ‘ideas journal’ to adapt and critically evaluate their work as their ideas develop.
- Annotations reflect their critical evaluations and development of ideas.
- Reflect on the ways in which their imaginative work has developed from a range of starting points.
- Investigate a range of starting points for their work, and choose which idea to develop further.
- Record their thoughts and experiences in a sketch book / ‘ideas journal’, and annotate these in order to aid the development of their ideas.
- Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.
- Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.
- Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.
- Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.
- Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.

**Sequence of Lessons:**

L.O. To demonstrate understanding of an artist.

L.O. To critically analyse the style of an artist.

L.O. To adapt knowledge of painting techniques.

L.O. To explore different tools when using a medium.

L.O. To create a piece of artwork in the style of an artist.

**Enhancements:**

Tate Modern Exhibition – online portal.

**End of Unit Outcome:**

Create a 3D model in the style of Yayoi Kasama.

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