





KS1 - Cycle B


Spring 2 – How has the life of a child changed? Toys and homes

Skills focus:

Drawing, Collage, Printing

Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p><b>Shape and pattern, patterns in nature</b></p> <ul style="list-style-type: none"> <li>- Explore patterns in natural environment - flowers and leaves – sketch outside with sketchbooks.</li> <li>- Or collect items and sketch inside – look for symmetrical patterns in leaves/flowers. Create observational drawings.</li> <li>- Collect leaves – complete wax resist rubbings</li> <li>- Explore how pattern is created in images – explore in work by Henri Matisse- the cut outs (large scale collages – ‘painting with scissors’)</li> <li>- Create collage in the style of Matisse using their own leaf shapes/ colours</li> <li>- Compare this to the work of William Morris/ Orla Kiely – bringing pattern into the home - wallpapers</li> </ul>	<p><b>Develop/share ideas</b></p> <ul style="list-style-type: none"> <li>- To start to introduce a ‘sketchbook’ as a place to record individual response to the world – planning and developing ideas.</li> <li>- To respond to ideas and starting points.</li> <li>- To explore ideas and collect visual information.</li> <li>- To explore different methods and materials as ideas develop</li> <li>- To discriminate between choices and express their thoughts about the type of art they want to make.</li> </ul> <p><b>Experiences/ Imagination</b></p> <ul style="list-style-type: none"> <li>- To study the work of artists and cultures and use elements of this to influence their own work.</li> <li>- To have opportunities to work from imagination.</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- To begin to explore drawing exercises</li> </ul> <p><b>Purpose:</b></p> <ul style="list-style-type: none"> <li>- Create drawings from observation and from imagination</li> </ul> <p><b>Lines/Shape:</b></p> <ul style="list-style-type: none"> <li>- To explore a variety of drawing materials to make marks; e.g. pencil, graphite, pen, chalk, soft pastel, wax crayons, felt tips, charcoal.</li> <li>- To begin to control lines/ marks with a range of media.</li> <li>- To explore how to control the pressure of drawing materials</li> </ul> <p><b>Surfaces:</b></p> <ul style="list-style-type: none"> <li>- Draw on different surfaces with a range of media</li> </ul> <p><b>Pattern/ Texture:</b></p> <ul style="list-style-type: none"> <li>- To investigate how to show an expanding range of patterns and textures (e.g. describing, naming, rubbing, copying)</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>- Develop collages, based on a simple drawing, using papers and materials</li> <li>- To use a combination of materials that are cut and glued.</li> <li>- To develop cutting and layering paper to create different effects</li> <li>- To sort and arrange materials to different backgrounds</li> <li>- To use scissors in a controlled way, to cut with accuracy</li> <li>- To mix materials to create texture – fold, crumple, tear and overlap papers.</li> <li>- To have experience of adhesives and decide on the most effective for a given task.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>- To press, roll, rub and stamp to make prints using a range of hard and soft materials.</li> <li>- To take rubbings from textured surfaces; e.g. leaf, coin, tree bark</li> <li>- To create simple motif printing blocks using impressed printing method – Styrofoam</li> </ul>	<p><b>Factual knowledge:</b></p> <ul style="list-style-type: none"> <li>- Study and describe the work of significant artists, crafts people and designers learning how and when they were made.</li> <li>- They describe the content, feelings and emotions conveyed by the work.</li> </ul> <p><b>Formal elements:</b></p> <ul style="list-style-type: none"> <li>- Learn the meaning of the words: colour, line, tone, shapes, textures and patterns.</li> <li>- Begin to use them in their art.</li> <li>- Recognise when they are using formal elements and describe how they are using them.</li> </ul> <p><b>Suggested artists/ art movements:</b> Henri Matisse – The cut outs</p>  <p>William Morris</p> 	<p><b>Identify similarities and differences to other's work:</b></p> <ul style="list-style-type: none"> <li>- To describe their work and the work of others; describing the formal elements of colour, line, shape, textures and patterns.</li> <li>- To compare their work to pieces of art – recognising what is the same and what is different</li> <li>- To share/ give an opinion about the work of others (as a class, in small groups and on a 1:1 basis)</li> <li>- To develop/ ask questions about a piece of art and/or stimulus.</li> <li>• Describe what you can see.</li> <li>• Describe what you like? Why?</li> <li>• How does it make you feel?</li> <li>• What would you like to ask the artist?</li> <li>- To create a piece of art in response to the work of another artist.</li> <li>- To take photos of their own work to place in Seesaw. To use this documentation as a chance to use digital media and a discussion about how to present work to others.</li> </ul>



<ul style="list-style-type: none"> <li>- Create simple plasticine print of a leaf <a href="#">Teachers Play with Plasticine to Make Prints in the Education Room at the Fitzwilliam Museum, Cambridge</a> (<a href="http://accessart.org.uk">accessart.org.uk</a>)</li> <li>- Use printing to create wallpaper patterns William Morris – flower wallpaper / Orla Kiely prints</li> <li>- Make own printing block using impressed printing method – Styrofoam</li> <li>- Print on fabric/ textiles as a collaborative piece</li> </ul>		<ul style="list-style-type: none"> <li>- To design more repetitive patterns</li> <li>- To identify prints in daily life; e.g. wallpapers, newspaper, fabrics.</li> </ul>	<p>Orla Kiely</p> 	<p><b>Making choices and decisions</b></p> <ul style="list-style-type: none"> <li>- To develop skills in orally describing their thoughts, ideas and intentions about their work,</li> <li>- To form opinions about the process of their work – saying what went well and how they might improve it.</li> <li>- To learn that it is normal to feel anxious about the outcomes.</li> <li>- To offer critical advice to others understanding that all artists do this and give confidence and praise.</li> <li>- To evaluate work as a class, in small groups and in a 1:1 situation</li> </ul>
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