





KS1 - Cycle B Summer 1 – Would you go down to the woods today?		Skills focus: Drawing, 3D work - sculpture		
Summary of activities	1) Creativity/ Generating ideas	2) Making skills/techniques	3) Factual knowledge and understanding	4) Evaluating/ reflecting
<p><u>Nature land collage</u>–</p> <ul style="list-style-type: none"> - Look at works by Andy Goldsworthy - Land art – create collaborative art in grounds of the school in the style of Andy Goldsworthy – collect natural materials (see <i>Twinkl nature sculptures for examples</i>) <p><u>Sculpture - clay</u></p> <ul style="list-style-type: none"> - Make clay mini models using imprints – e.g. hedgehogs, leaves with twigs, faces with natural materials – add details/textures <p><u>Drawing -</u></p> <ul style="list-style-type: none"> - Create tonal observational drawings of flowers/ birds or feathers - Drawing feathers - Drawing Feathers: Perfect for Mark Making (accessart.org.uk) <p><u>Sculpture - wire</u></p> <ul style="list-style-type: none"> - Create/ shape wire to make sculptures – e.g. 	<p>Develop/share ideas</p> <ul style="list-style-type: none"> - To start to introduce a 'sketchbook' as a place to record individual response to the world – planning and developing ideas. - To respond to ideas and starting points. - To explore ideas and collect visual information. - To explore different methods and materials as ideas develop - To discriminate between choices and express their thoughts about the type of art they want to make. <p>Experiences/ Imagination</p> <ul style="list-style-type: none"> - To study the work of artists and cultures and use elements of this to influence their own work. - To have opportunities to work from imagination. 	<p>Drawing -</p> <ul style="list-style-type: none"> - To begin to explore drawing exercises <p><u>Purpose:</u></p> <ul style="list-style-type: none"> - Create drawings from observation <p><u>Lines/Shape:</u></p> <ul style="list-style-type: none"> - To explore a variety of drawing materials to make marks; e.g. pencil, graphite, pen, chalk, soft pastel, wax crayons, felt tips, charcoal. - To begin to control lines/ marks with a range of media. - To explore how to control the pressure of drawing materials <p><u>Surfaces:</u></p> <ul style="list-style-type: none"> - Draw on different surfaces with a range of media <p><u>Tone:</u></p> <ul style="list-style-type: none"> - To know how to draw lines of different sizes and thicknesses - To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using pencil <p>Collage -</p> <ul style="list-style-type: none"> • To sort and arrange materials to different backgrounds (including in nature) <p>3D sculpture</p> <ul style="list-style-type: none"> - To look at/discuss sculptures by known artists and natural objects as starting points for own work; (natural and human made) - To cut, form, tear, model and shape a range of materials (e.g. clay, card, wire, found and natural) to create 3D forms to make things they have designed, invented or seen - To include patterns and texture in 3D form. - To experiment with how materials can be connected together to form simple structures - To recreate sculptures using everyday objects/range of materials 	<p>Factual knowledge:</p> <ul style="list-style-type: none"> - Study and describe the work of significant artists, crafts people and designers learning how and when they were made. - They describe the content, feelings and emotions conveyed by the work. <p>Formal elements:</p> <ul style="list-style-type: none"> - Learn the meaning of the words: colour, line, tone, shapes, textures and patterns. - Begin to use them in their art. - Recognise when they are using formal elements and describe how they are using them. <p>Suggested artists/ art movements:</p> <p>Andy Goldsworthy</p> 	<p>Identify similarities and differences to other's work:</p> <ul style="list-style-type: none"> - To describe their work and the work of others; describing the formal elements of colour, line, shape, textures and patterns. - To compare their work to pieces of art – recognising what is the same and what is different - To share/ give an opinion about the work of others (as a class, in small groups and on a 1:1 basis) - To develop/ ask questions about a piece of art and/or stimulus. • Describe what you can see. • Describe what you like? Why? • How does it make you feel? • What would you like to ask the artist? <ul style="list-style-type: none"> - To create a piece of art in response to the work of another artist. - 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.



Neville's Cross Primary School and Nursery – Art Knowledge and Skills

<p>petals/ bird from own drawings and designs</p> <ul style="list-style-type: none"> - Wire flowers – blossom - Wire blossom with Year 1 Gomersal Primary School Art  <p>OR</p> <p>Birds - Making Birds! Sculpture Ideas for Primary Schools (accessart.org.uk)</p>		<ul style="list-style-type: none"> - To begin to form own 3D pieces using a range of media (wire, clay) - To investigate clay - pinching, rolling, cutting, moulding and carving adding details and textures using tools - To impress and apply decorative techniques to 3D model - Use tools and equipment safely 		<p><i>Making choices and decisions</i></p> <ul style="list-style-type: none"> - To develop skills in orally describing their thoughts, ideas and intentions about their work, - To form opinions about the process of their work – saying what went well and how they might improve it. - To learn that it is normal to feel anxious about the outcomes. - To offer critical advice to others understanding that all artists do this and give confidence and praise. - To evaluate work as a class, in small groups and in a 1:1 situation
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