

Term 3
Unit Overview: KS1 Art
Flora and Fauna

<p>National Curriculum Links</p> <ul style="list-style-type: none"> ❖ 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. ❖ to know 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>Aims of pathway</p> <p>In this pathway, children are introduced to the idea that many artists use flora and fauna to inspire their work. We look at artists who used drawing as a way to accurately capture the way plants and insects look, and artists who use their imagination to create their own versions of flora and fauna.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> ❖ That artists can be inspired by the flora and fauna around them. ❖ That we can use careful looking to help our drawing, and use drawing to help looking. ❖ That we can use a variety of materials to make images, and that the images we make can become imaginative. ❖ That we can create individual artwork, and that we can bring that artwork together to make a shared artwork. 	<p>Unit Outcomes</p> <ul style="list-style-type: none"> ❖ Children spend time engaged in close looking as a way to build drawing skills. They also experiment with new materials. ❖ They practice cutting and collage skills and explore shape and colour to build images. ❖ Finally there is the opportunity for children to work collaboratively on a shared background for the artwork, and pupils can see how their individual efforts are valued as part of a larger class artwork. 	
<p>Substantive Knowledge.</p> <ul style="list-style-type: none"> ❖ Understand collage is the art of using elements of paper to make images. ❖ Understand we can create our own papers with which to collage. <p>Implicit Knowledge / Skills</p> <ul style="list-style-type: none"> ❖ Pupils draw from first hand observation, observing detail using materials above plus pastel, oil pastel and or pencil crayon. ❖ Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. ❖ Develop experience of primary and secondary colours. ❖ Practice observational drawing. ❖ Explore mark making. ❖ Collage with painted papers exploring colour, shape and composition. 	<p>Domains of knowledge:</p> <p>Practical Knowledge</p> <ul style="list-style-type: none"> ❖ I can look closely at insects and plants and make drawings using pen to describe what I see. ❖ I can experiment using graphite and oil pastel and make my own insects. ❖ I can cut out shapes in different colours, and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like. <p>Theoretical Knowledge</p> <ul style="list-style-type: none"> ❖ I have enjoyed looking at art made by other artists inspired by flora and fauna. ❖ I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work. 	<p>Artists Eric Carle Joseph Redoute Jan Van Kessel</p> <p>Cross Curricular Opportunities English: Explore The Very Hungry Caterpillar, or books illustrated in similar style. Geography: Explore habitats, soil, vegetation, cities/towns/villages, seasonal weathers. Use language which supports these ideas. Science: Identify common and wild plants, insects, food chains, life cycle, living and decay. PSHE: Responsibility to the planet, Collaboration, Peer Discussion.</p>	<p>Receptive Practical Knowledge</p> <p>Vocabulary flora, fauna, line, shape, colour, tones, hues, tints, observe, graphite, collage</p> <p>Medium and Materials Handwriting pen, Graphite, Oil pastel, Paper & Collage.</p> <p>Techniques Using handwriting pens to sketch. Use oil pastels and graphite to make larger scale sketches. Collage.</p> <p>Disciplines Drawing, Collage, Sketchbooks</p>

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<p>Prior learning</p> <p><u>EYFS: Expressive Art & Design</u></p> <ul style="list-style-type: none"> ❖ Explore different materials freely, to develop their ideas about how to use them and what to make. ❖ Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. ❖ Create closed shapes with continuous lines and begin to use these shapes to represent objects. ❖ Draw with increasing complexity and detail, such as representing a face with a circle and including details. ❖ Use drawing to represent ideas like movement or loud noises. ❖ Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. ❖ Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. 	<p>Future application of skills</p> <p>Continue to develop understanding of how we can use line, shape and colour to make imagery, developing composition skills. Understand the importance of observation and imagination in making art. Appreciation that when we make art we can work alone or collaboratively to make work.</p> <p><u>LKS2:</u></p> <ul style="list-style-type: none"> ❖ Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling. Storytelling Through Drawing <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Use collage to add tonal marks to the “flat image”. 2D to 2D. ❖ Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved. Mixed Media Landscapes. 	<p>British Values</p> <ul style="list-style-type: none"> ❖ <u>Democracy</u>: Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, peer- assessment and encouraging students to support each other. ❖ <u>The rule of law</u>: Children follow the classroom rules, including rules for using and tidying equipment safely and correctly. ❖ <u>Individual liberty</u>: Children are able to express themselves through art and design. ❖ <u>Mutual respect</u>: Children are encouraged to look at art in different cultures and religions -Rangoli patterns, Myan art etc ❖ Art through other curriculum subjects respects all opinions eg What does Jesus look like? <p>Christian Values</p> <p>“<u>Courage</u>,” the pioneering French artist Henri Matisse once insisted, “is essential to the artist, who has to look at everything as though he were seeing it for the first time.”</p> <p><u>Spirituality</u>: Ows, Wows, and Nows</p> <p>Within Art there are many moments where children can pause and consider the wow of their work, the work of others and the natural world.</p>
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