

Term 5
Unit Overview: KS1 Art
Making Birds

<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 In this pathway children continue to develop their understanding of sculpture and build their making skills.</p> <p>Key Concepts</p> <ul style="list-style-type: none"> ❖ That there is a relationship between drawing & making – we can transform 2d to 3d. ❖ That we can use observational drawing and experimental mark-making together to make art. ❖ That we can work from similar stimulus or starting point but end up with very different individual results. ❖ That the individual results can then be brought together to make a whole artwork. <p>Domains of knowledge:</p> <p>Practical Knowledge</p> <ul style="list-style-type: none"> ❖ I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. ❖ I can fold, tear, crumple and collage paper to transform it from 2d to 3d. <p>Theoretical Knowledge</p> <ul style="list-style-type: none"> ❖ I have looked at the work of other artists who have been inspired by birds and I can share my response to their work. ❖ I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual. ❖ I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. ❖ I can draw from life looking closely. ❖ I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. ❖ I can use colour in my drawings and mix two or more different media together. 	<p>Unit Outcomes</p> <ul style="list-style-type: none"> ❖ The exploration starts with careful looking and drawing, and from this “grounded” basis children are encouraged to take creative risks by using experimental mark-making with a variety of media. ❖ Children are then invited to explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure. ❖ Children explore balance to finally created an individual bird. The class birds can then be brought together to make a “flock” with each child’s artwork valued as part of the whole. 	
<p>Substantive Knowledge.</p> <ul style="list-style-type: none"> ❖ Understand there is a relationship between drawings on paper (2d) and making (3d). That we can transform 2d drawings into 3d objects. ❖ Understand collage is the art of using elements of paper to make images. ❖ Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. ❖ Understand the meaning of “Design through Making”. <p>Implicit Knowledge / Skills</p> <ul style="list-style-type: none"> ❖ Explore mark making. ❖ Pupils draw from paused film, observing detail using pencil, graphite, handwriting pen. ❖ Combine collage with making by cutting and tearing drawn imagery, manipulating it into simple 3d forms to add to sculpture. ❖ Use a combination of two or more materials to make sculpture. 		<p>Artists Andrea Butler</p> <p>Cross Curricular Opportunities Geography: Use language which supports understanding about continents (migration), maps, habitats. Maths: Explore the relationship between 2D/3D shapes, weight, measuring. Science: Explore birds, habitats, seasons, food chain PSHE: Supports Peer Discussion, Collaboration, Responsibility to the planet.</p>	<p>Receptive Practical Knowledge</p> <p>Vocabulary sculpture, twist, folding, crumpling, structure, flock, momentum, feathers</p> <p>Medium and Materials Paper (sugar and cartridge), Soft pencils, wax crayons, watercolours, pastels, graphite, scissors, glue sticks, cardboard or foamboard, paper clips or wire.</p> <p>Techniques Slow looking, timed drawing, drawing from paused film, crumpling paper.</p>

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<ul style="list-style-type: none"> ❖ Use construction methods to build. ❖ Work in a playful, exploratory way, responding to a simple brief, using Design through Making philosophy. ❖ Practice observational drawing. ❖ Explore mark making. ❖ Collage with painted papers exploring colour, shape and composition. 		<p><u>Disciplines</u> Sculpture, Drawing, Collage</p> <p><u>Themes:</u> Birds, Wildlife, Local habitat</p>
<p><u>Prior learning</u> <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. ❖ Working with playdough, clay, loose parts and junk modelling in provision. 	<p><u>Future application of skills</u> Continue to explore the relationships between 2 d shapes and 3d form, and the relationship of drawing to making. Build understanding of how one can inform the other.</p> <p><u>LKS2:</u></p> <ul style="list-style-type: none"> ❖ Understand that when we make sculpture by moulding with our fingers it is called modelling (an additive process). Telling Stories. <p><u>UKS2:</u></p> <ul style="list-style-type: none"> ❖ Understand how 2d shapes can become 3d form and the relationship they have to our bodies. Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects. 2D to 3D ❖ Understand that graphic designers use typography and image to create packaging which we aspire to use. 2D to 3D ❖ Understand that there are technical processes we can use to help us see, draw and scale up our work. 2D to 3D ❖ Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Typography & Maps 	<p><u>British Values</u></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><u>Christian Values</u> <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.” <u>Spirituality:</u> Ows, Wows, and Nows 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>