

Term 5**Unit Overview: KS1 Art****Stick Transformation**

<p><u>National Curriculum Links</u></p> <p>Pupils should be taught to</p> <ul style="list-style-type: none"> ❖ To use range of materials creatively to design and make products. ❖ To use drawings, 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><u>Aims of pathway</u></p> <p>In this pathway, children are enabled to use their imagination and transform a familiar object (a stick) into new forms. Children will understand how artists use their creativity to re-see, re-invent or reimagine the world around them.</p> <p><u>Key Concepts</u></p> <p>That artists use their creativity to look at the world in new ways, and use their hands to transform materials into new things. That making art can be playful and fun. That we can create things for other people to enjoy/use. That we can use our imagination to help us shape the world.</p> <p><u>Domains of knowledge:</u></p>	<p><u>Unit Outcomes</u></p> <ul style="list-style-type: none"> ❖ Make stick people inspired by Guatemalan Worry Dolls; make a treehouse, or make a mask. 	
<p><u>Substantive Knowledge.</u></p> <ul style="list-style-type: none"> ❖ Understand when we make sculpture by adding materials it is called Construction. <p><u>Implicit Knowledge / Skills</u></p> <ul style="list-style-type: none"> ❖ Use Design through Making philosophy to playfully construct towards a loose brief. ❖ Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure. 	<p><u>Practical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can use a variety of materials to transform my object thinking about form and colour. ❖ I can cut materials with simple tools and fasten materials together to construct my sculpture. <p><u>Theoretical Knowledge</u></p> <ul style="list-style-type: none"> ❖ I can take a familiar object like a stick, and use my imagination to think about what it might become. ❖ I can share my sketchbook and sculpture with the class and talk about how I made it and what I liked. 	<p><u>Artists</u></p> <p>Chris Kenny</p> <p><u>Cross Curricular Opportunities</u></p> <p>English: Link to Julia Donaldson's Stick Man.</p> <p>PSHE: Collaboration, peer discussion, ethnic identity.</p>	<p><u>Receptive Practical Knowledge</u></p> <p><u>Vocabulary</u></p> <p>Play, explore, experiment, fasten, construct, respond, think, transform, create, find, imagine, select, discard, edit, photograph, film, lighting, focus, angle, composition, record.</p> <p><u>Medium and Materials</u></p> <p>Twigs, construction materials, paper, wool, drawing materials.</p> <p><u>Techniques</u></p> <p>Children will play and explore with different materials. Children explore and understand the Guatemalan tradition of making worry dolls. Design clothes and explore how the position of arms/legs/body affects personality of stick person.</p>

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			<u>Disciplines</u> Making Drawing Sketchbooks
<u>Prior learning</u> <u>EYFS: Understanding the world:</u> <ul style="list-style-type: none">- Use all their senses in hands-on exploration of natural materials. <u>EYFS: Expressive Art & Design</u> <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.- Introduction to making simple prints using objects found around you.- Introduced the idea that artists transform materials and objects to create something new.	<u>Future application of skills</u> <u>UKS2:</u> <ul style="list-style-type: none">❖ Continue to develop skills which enable sus to re-see the world and transform materials into something new.❖ Continue to develop dexterity skills and articulation skills.❖ Continue to explore ideas about scale and context.❖ Continue to develop skills which enable us to appreciate structure and balance.❖ Build understanding about how we can create narratives around the objects we find/make to help us understand them and share with others.	<u>British Values</u> <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? <u>Christian Values</u> <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 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> <p><u>Respect</u>: Being respectful towards others’ artwork and appreciating work produced.</p>	