







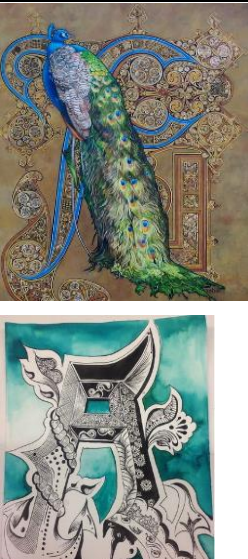






	SPRING TERM, 2022	Suggested link to artist/designer
YEAR ONE	<p>Focus: Textiles Context: Coastal Areas Key Experience: Make a number of careful drawings of the natural objects (collected from coastal areas) which the children handle/observe.</p> <ul style="list-style-type: none"> -using a careful line to describe the main shapes of the object chosen -organising where shapes and other visual information will be placed on the paper -thinking about size and relationship of shapes -blocking in, blending and overlaying colours to show changes of shape and surface. <p>Closed Project: Choose one drawing to develop through textiles by identifying colours/shades and texture of object. Develop associated vocabulary for textures/colours. From selection, ask the children to choose the main fabrics, wools, threads they would like to use in textile work, thinking about shades/textures/surfaces of object. Develop a planning board in sketchbook with descriptive vocabulary recorded.</p> <p>Open Project: Wool wrappings on card can help develop learning about shades of a colour. Weaving in chosen colour palette – this can be whole class weaving e.g loom made from rope/driftwood, hoop with swathes of fabric/papers woven through or individual weaving using threads/wool.</p>	<p>Flotsam weaving:</p>   
YEAR TWO	<p>Focus: Sculpture Context: Australia and the wider world Key Experience: Ask children to find an example of how art and design has changed and improved a space at home, in school, local area or from the world Geography study. Identify ways in which the environment influences our lives and how we feel, suggest how art has been used to improve a place. Choose a nearby area, eg playground, nature garden, and talk about its design and purpose. Ask the children to collect visual and other information, eg observational drawings, rubbings and photographs of shapes, colours and patterns, people’s comments about how the area is used and what they think and feel about it. Build up a double spread of visual information in sketchbook.</p> <p>Closed Project: Discuss ideas for a chosen sculpture. Develop their ideas for a sculpture for the chosen site. Work in pairs/groups to build a small-scale version of their sculpture – a maquette. Experiment with ways of assembling and combining</p>	 <p>Floristry wire and sweet wrappers or fabric to make bugs</p> 

	<p>materials to show the relationships of shapes, forms and spaces in the sculpture. Use papier mâché or floristry wire to develop and refine the shapes and forms of the sculpture, if appropriate.</p> <p>Open Project: Investigate and combine visual and tactile qualities of materials/processes and match these qualities to the purpose of their work e.g. the mirrored surface of foiled paper. Consider finishing techniques of sculpture and how it will be displayed e.g. photographed in nature garden.</p>	<p>More ideas at: https://www.accessart.org.uk/national-curriculum-planning-art-sculpture/</p>
<p>YEAR THREE</p>	<p>Focus: Painting of Urban Landscape Context: European Study Key Experience: Leonid Afremov. Provide a few interesting facts (he paints only with palette knives) and review some of his pieces. As a class, discuss his body of work What subjects does he commonly paint? In what kind of style? What mood? What types of colours? Afremov's process can be found at https://m.youtube.com/watch?v=7j9VasWD0sQ. Contrast style with that of another artist e.g. Lowry. What is similar/different? Unpick using vocabulary to describe line, shape, colour, texture, tone etc. Use a viewfinder to select interesting sections and practise sketching; mixing colours and applying paint in the style of that artist. Closed Project: Discuss horizon line and one point perspective. On large A1 or A2 paper, draw horizon line and path. Move line to create more interesting compositions. Consider slicing the paper into strips and children recreate their chosen artist's scene. Open Project: Children recreate a scene from their Geography city study to paint in the style of their chosen artist.</p>	<p> Compare different styles: Leonid Aframov – cityscape artist</p> <p> Lowry</p> <p> James Rizzi</p>
<p>YEAR FOUR</p>	<p>Focus: Fine Art – illuminated letters Context: Anglo-Saxons Key Experience: In sketchbook, title a blank page Illuminated Letter (for taking notes and adding some preliminary sketches.) https://prezi.com/ci3rde17dpcc/illuminated-letters/# Add information to sketchbook.</p> <ul style="list-style-type: none"> • What is an illumination? • What does the term "illuminate" mean? • Where would you find an illuminated letter if you were looking at a page of text? • What kinds of images might you find in an illuminated letter? 	<p>A website with step by step lesson ideas:</p> <div style="border: 1px solid black; padding: 5px;"> <p>https://lundgrenart.weebly.com/illuminated-letter.html</p> <p>https://lundgrenart.weebly.com/illuminated-letter1.html</p> </div>

	<p>Introduce vocab: <i>typography, illuminated Letters, stylize, illuminated manuscript, historiated initial asymmetrical balance, line, colour, pattern, repetition</i></p> <p>Generating Ideas about your font style, ornamentation, borders, and images. Instil idea that first idea is not always the best idea. Include it in practice, but also explore other designs.</p> <p>Closed Project: Draw 3 vertical rectangles approximately 1 1/2" x 2". In each box, draw a different font style. The letter should be in outline form and open in the centre. It should not be just a line drawing. Avoid overly complex designs, but make sure you have enough details so that the letter isn't too simple. Explore Zentangle Letter, traditional Letter</p> <p>Open Project: Develop final design from preliminary sketches: Remember . . . All letters are shapes, not lines. Decorate behind the letter, inside the letter, around the letter. Decorate using pattern and texture, using foliage. Inhabit the letter (birds, animals, people, etc.) Historiate - illuminate inside the letter (ie. "O" for "once upon a time" with a picture of a glass slipper inside the "O".) Fantasy figures can be used. Experiment with different media in sketchbooks – pen and ink, watercolour, sharpie outlines, coloured pencil or a mix</p>	 <p>https://www.getty.edu/education/teachers/classroom_resources/curricula/manuscripts/manuscripts_lesson01.html</p>
<p>YEAR FIVE</p>	<p>Focus: Textiles Context: natural Disasters Key Experience: In groups, look in detail at example of textile work. Discuss techniques used in the tapestry - stitching, applique and establish the idea that it is a textile art piece. Focus on the textures in the work and how these were achieved by different types of stitching. Help the children to work out how the textile pieces were made and how visual and tactile qualities have been used. Discuss how the piece was made and how colour, shape and texture are used.</p> <p>Think about textures or effects that can be created to add interest or provide information. Recap on the events of the story and how these could be shown using textile. Model: – colouring fabric, <i>eg painting, dyeing or printing shapes onto the fabric, using sponges and diffusers to produce an effect, using water-soluble pencils, collage, fabric transfer crayon</i></p>	<p>Healy and Burke - textile artist inspired by nature:</p> 

	<ul style="list-style-type: none"> – layering fabric, <i>eg applying pieces of fabric by gluing or stitching, padding and quilting areas of the fabric, weaving or stitching into areas of fabric, cutting shapes from the fabric and applying different fabric behind the shape, pulling the fabric into folds and pleats and securing with stitching</i> – applying other materials, <i>eg using found objects, tying, knotting, plaiting wools and fabric strips and attaching to the background</i> <p>Closed Project: Choose some of the techniques demonstrated and investigated. These could be set up as rotation activities. Annotate investigative work in sketchbooks.</p> <p>Open Project: Choose an image of a natural disaster studied which involves water, air or fire. Apply techniques to create own sampler. Children experiment with different ways of presenting their work and to explore the effect of the background colour on the impression of their work</p>	
<p>YEAR SIX</p>	<p>Focus: Willow Sculpture Context: What a Performance! Key Experience: Look at examples of theatre designs, costumes, and headwear from different times and cultures. Look at examples of the work of contemporary designer–makers. Discuss the work of contemporary designer–makers, <i>eg Pip Hackett, Kei Ito</i>. Identify interesting effects of colour, shape and form in the examples studied. Compare:</p> <ul style="list-style-type: none"> –how ideas are represented in the different forms –how shape, colour and texture are organised and combined in different ways –how materials and techniques have been matched to ideas and intentions –the similarities and differences in methods and approaches <p>Work as a class, then in groups to develop ideas. Create small studies showing their ideas for headwear/willow scenery in their sketchbooks. Choose one of these to develop into a design</p> <p>Closed Project: Use card as the basic structure for the form and find ways of fitting it to their heads. Show children how to strengthen materials. Attach other materials, cut and shaped, to extend the form of the headwear. Develop the surface of their three-dimensional forms using a variety of materials. Use techniques such as padding, quilting, wrapping, wire and stiffeners, <i>eg paper, card or canvas; shapes rolled around or sandwiched either side of a length of wire to give flexibility.</i> For willow sculpture framework that can be adapted: https://www.tts-group.co.uk/blog/2016/10/04/make-willow-fish.html</p> <p>Open Project: Ask the children to explore and use decorative techniques to suggest ideas about the character:</p>	  <p>https://www.demilked.com/willow-sculptures-anna-and-the-willow/</p>

- *colouring using paint or dyes*
- *attaching beads, feathers and other materials or objects*
- *making tassels and fringes*

Encourage the children to be discriminating when selecting materials and to think about which materials suit the character and the ideas.



Pip Hackett