

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: KS1 - Year 1

Printing- Pattern

Artists - **Paul Klee** - (18.12.1879 – 29. 6 1940)

Wassily Kandinsky – (16 December 1866 – 13 December 1944)

Yayoi Kusuma - (22 March 1929)

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content - Key stage 1

Pupils should be taught:

- 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
- 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.

Prior Learning (what pupils already know and can do)

knowledge of primary colours, drawing in pencil, exploring colour mixing, ready mix paint, artist, pencil grip, printing - fingerprints

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End Points (what pupils MUST know and remember)

Know and remember the names of famous artists **Wassily Kandinsky, Paul Klee** and **Yayoi Kusama**.

Know that Wassily Kandinsky and Paul Klee lived over 150 years ago and are famous for their use of lines, shapes and bold colours and for being two of the first artists to make abstract art.

Know Yayoi Kusama also creates abstract art and is known as the 'Princess of Polka Dots' as her artwork is filled with spots and circles.

Know abstract art is mainly colours, shapes, lines and marks and appears as an unrealistic image.

Know a pattern is a repeated decorative design, such as a shape, a colour or a line.

Know that pattern is one of the visual elements.

Know the visual elements are the words used to describe a work of art (vocabulary: pattern, shape, line and colour)

Know that there are different ways to make prints and a print can be a shape or image reproduced many times or a single one-off image.

Know and identify shapes – square, rectangle, triangle, circle, semi-circle and lines in the featured artists' work.

Know the three primary colours red, yellow and blue can be mixed to make secondary colours orange, purple and green.

Key Vocabulary to teach each session; written in bold at the beginning of each session.

Session 1

Key Vocabulary: Wassily Kandinsky, Paul Klee, Yayoi Kusama (known as the Princess of Polka Dots), shapes, lines, colours, marks, abstract, pattern, visual elements, repeated, recurring

In this session, children will learn about and study the works of Wassily Kandinsky, Paul Klee and Yayoi Kusama. Children to compare the work of these three artists, focusing on their use of shapes, lines, marks and colours. Children will learn that Kandinsky and Klee create abstract art, which is their interpretation of something and that this might appear as an unrealistic image.

Introduce Wassily Kandinsky and Paul Klee, sharing some of their most famous pieces of artwork. Look closely at their use of shapes, lines and colours. Can the children name the shapes they have used? Look at Paul Klee's line drawing of 'The Burdened Child'. What do the children see? Discuss the meaning of 'burdened' and why the drawing might have been given its title.

Provide the children with a photocopy of a piece of work by Kandinsky. Children to stick this in their sketchbooks and label the identified shapes. Can children identify and name the shapes used in the work - square, rectangle, triangle, circle, semi-circle? What types of lines can the children identify? (Wavy, zig-zag, curved, straight)

Patterns

Children to learn that pattern is one of the visual elements in art and is:

- a) a repeated decorative design
- b) a regular repeated design or a recurring sequence.

Can the children explain/discuss where they see patterns in everyday life? Clothing, wallpaper, furnishings. What does a repeating pattern mean?

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Session 2

Key vocabulary: Line, visual element, varying pressure, continuous line, spirals, concentric circles, overlapping, wavy, curved, zig-zag, graphite sticks, pattern, print, repeated pattern, recurring sequence

Introduce the use of sketchbooks and drawing exercises to improve observational skills and recording accuracy. Using either pencils, pens or graphite sticks, children will complete simple drawing exercise warm-ups: Lines - varying pressure to make dark and light lines, spirals, concentric circles, squares within squares.

Using Paul Klee's 'The Burdened Child' as inspiration, children to complete a continuous line drawing in the style of the artist. Children to use oil pastel to create thick, wide lines and to add legs and eyes. Can the children give their art work a title?

Create an abstract sculptural form as a hanging or as a net.

Taking inspiration from Kandinsky's work 'Swinging', the children will use a range of pre-cut shapes, adding these to the net of a cube, or on both sides of a square of card to create a hanging. Children will create an abstract collage pattern with colours and shapes observed in Kandinsky's work, before adding straight and wavy lines. Can the children give their art work a title?

Session 3

Key vocabulary: Found objects, surface, edge, primary colours, red, yellow, blue, impression, reproduced shape

Children to learn by experimenting, that a print is the impression or reproduced shape of an edge or surface of an object. Children to explore printing with found objects: bottle tops, lids, plastic forks, bubble wrap, blocks, card strips, tubes. Apply paint to bubble wrap with a hard roller and create a patterned print. They will then create a finger print pattern. Can children use and name the three primary colours, red, yellow, blue?

Session 4

Key vocabulary: Mono-print, geometric, secondary colours, red & yellow – orange, yellow & blue – green, red & blue – purple, cotton bud, compare, transfer

In this session, the children will create a mono-print (a single print) of geometric shapes and lines. The children will use primary colours to mix secondary colours, red & yellow – orange, yellow & blue – green, red & blue – purple.

Demonstrate how to mix with a brush on a square of plastic or foil and to make an even layer with a brush. Using a cotton bud, children will draw geometric shapes and lines in the paint. They will then place a piece of plain paper on top and press gently, in order to transfer the mono-print. Discuss that their printing results can vary and see if the children can suggest why?

Compare the mono-print to the found object print and finger printing from last session. Which is the clearest and why? Which is the most interesting and why?

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Session 5

Key vocabulary: abstract, Wassily Kandinsky, geometric, primary colours, acrylic paint

In this session, the children will create an abstract print design using Wassily Kandinsky as a starting point. Using acrylic paints in primary colours and black and white, geometric 3D shapes, lids of varying sizes and rulers, can the children create their own abstract Kandinsky artwork.

Future learning this content supports:

Patterns in other cultures: ex. Rangoli Patterns – patterns drawn on the floor by Hindus during Diwali. Patterns in the manmade world – textile design. Patterns created in other art forms- Land art. Printing activity in Wildflower Meadow (summer)