

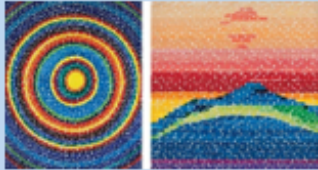


‘Where we learn about different artists and their techniques to develop new skills, helping us to create and evaluate our own art work’

	Autumn		Spring		Summer	
	Formal elements	Artist study	Formal elements	Artist study	Formal elements	Artist study
Year 1	<p>Line Colour</p> <p>Mix primary colours to make secondary Create colour wheels Draw lines of different sizes and thickness</p>	<p>Piet Mondrian</p> 	<p>Colour Texture</p> <p>Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture</p>	<p>Henri Matisse</p> 	<p>Form Pattern</p> <p>Use a combination of shapes and colours to create repeating patterns. Include a variety of lines and texture through mark making.</p>	<p>Alma Thomas</p> 

Cross curricular links:

Autumn, Spring, Summer – Maths

Recognise and name common 2D shapes within art work.

Spring, Henri Matisse – Computing

Computer creation on paint using repeated pattern/shapes/lines.

Summer, Alma Thomas – History

African American artist who achieved success despite segregation and prejudice of her time. Important role model in for women and African American women.

Enrichment:

- **Autumn-** Class VR ‘Mondrian Cube’.
- Use of a variety of different media and techniques. Visiting our Sandon forest as natural inspiration for artwork.

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Piet Mondrian

Key Artist facts to be taught

- **Background** – Piet was born on 7th March 1872, in Amersfoort, the Netherlands. Both his father and uncle were artists, which meant that he was exposed to art from a young age. He began to study drawing at the age of 14 Mondrian wanted to become a painter but his family wanted him to gain a qualification first. Piet then moved to Amsterdam and his first paintings were exhibited in 1893. Many of Piet’s earliest pieces were landscapes.
- **Inspiration for work** – Piet developed a style of his own, called neoplasticism. His work became minimalistic. He painted using simple lines, right angles and blocks of primary colours. Mondrian always mixed his own colours. He added black to the primary colour to create a darker shade or used white to create a lighter shade. His painting called, ‘Broadway Boogie Woogie.’ was names after a popular dance at the time as Piet loved to dance.
- **Style (CUBISM)**- In 1908, he began painting trees; this is when he began developing his abstract style. Abstract art is when the picture doesn’t look exactly like the object being represented. Piet moved to Paris and was heavily influenced by the art work of Pablo Picasso’s cubism artwork. Cubism was a new way of painting using combinations of geometric shapes. He began to experiment with this new style.



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Year 1—Autumn

Formal Elements

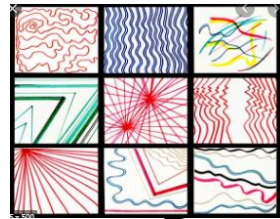
Mix primary colours to make secondary.

Create colour wheels.

Draw lines of different thickness.

Line

- Different line types, horizontal, vertical, diagonal, zig-zag, dashed, wavy and spiral.
- Experiment with different media e.g. poster paint, pencils, pastels to create lines of different thicknesses.



Piet Mondrian

Colour

- Create colour wheels in sketchbooks.
- Experiment with secondary colours with focus on blending. Children label colours—begin to add opinion.



Possible lesson structure:

1 - Artist study. Introduce Piet. Children have pictures of Piet's work and Piet's name to stick in sketchbooks (encourage creativity). Children can have word bank with key vocabulary on (discussed during input) to label Piet's work with. Encourage children to replicate parts of Piet's work.

2- Colour – Focus on colour in Piet's works (primary colours) – ensure children know and understand primary colours. Discuss how primary colours can be mixed to make secondary colours. Children could create colour wheel in books, or 'colour number sentences' experimenting with mixing primary colours to create secondary.

3 – Colour - hot/cold – Recap primary and secondary colours. Discuss children's favourite colours and what hot and cold colours are. Children have pictures of landscapes create a 'warm and cold page' in sketchbooks. Allow children to create colour palette around pictures of warm and cold colours. Extension – Can children add words to their pages linked to colours e.g. sun, hot or ice, winter, snow etc.

4 -Line – Pick out different line types from Piet's work and other cubism artists. Model to children a variety of different line types. Children experiment with recreating these different line types in their sketchbooks. Ensure there is a range of different 'mark making tools' for children to experiment with thickness of lines too.

5 – Favourite things – Focus on Piet's inspiration for his piece, 'Broadway Boogie Woogie'. Link this to children's favourite things (could focus on animals). Children could experiment with drawing favourite animals in sketchbooks applying different line types in the style of Piet (cubism).

6 – Final Piece – Children draw favourite thing/animal in the style of Piet Mondrian (cubism, geometric shapes and blocks of colour). Stick picture of children's final piece. Have class discuss about paintings (evaluation).

Evaluation

- Comment on their work—compare to Piet Mondrian's work.
- Discuss likes and dislikes. How would they improve it? Could focus on colour choices, e.g. Blue to make it stand out more.



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Henri Matisse

Key Artist facts to be taught

Henri Matisse

- **Background** – Henri Matisse was a French artist known for his use of colour and shape. When he was young, he did lots of paintings but as he grew older he began to make striking collages, which are pictures made by using cut out bits of paper.
- **Inspiration for work** - Matisse began to use collage as he got older. He used brightly coloured paper and scissors to cut shapes, animals, leaves, dancers and flowers and then arrange them. He would cut out large and small shapes. His shapes differed in their detail some involved more careful cutting. In his collages, he created lots of shapes that look similar to each other but each one is unique. He repeated similar shapes to create a pattern effect.
- **Style/Art movement** - Henri Matisse’s early paintings were very exciting and were full of lots of different colours. This style was very different to the work of most artists at the time. One art critic called Matisse and others who painted like him ‘fauves’. This is French for ‘wild beasts’. The insult started the beginning of Fauvism, a style of painting/work that Matisse is remembered for.

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Year 1—Spring

Formal Elements

- Use a combination of materials that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create texture.

Texture

- Children can be given a range of materials with different textures to explore and use.
- Children can discuss and choose materials that may match the shape they have cut out based on an object around them, e.g. brick - rough.
- Give and teach children texture vocabulary that they can use, e.g. rough, smooth etc.
- Children can experiment with cut and torn paper—discuss difference in texture.

Evaluation

- Children can place post it notes on collages in their books with basic comments identifying colours they have used, whether they like or dislike etc or discuss as a class or video thoughts using QR code.
- Children can identify why they have used certain materials for their texture—rough, smooth etc. Encourage discussion.

Colour

- Recap with children primary and secondary colours. Begin to speak about complementary colours (opposite on the colour wheel)
- Discuss with children that Henri used bright contrasting colours.
- Allow children to pick their colours.



**Henri
Matisse**



Outcomes

1 - Artist study. Focus on fauvism movement and use of colour in Henri's work. Children can label colours and shapes around the page and draw sections on Henri's work.

2- Colour – Wax crayons/pencil crayons – Show children the colour wheel and how Henri selected his colours carefully to create a vibrant effect. For example in one of his pieces green touches red. This makes his work stand out – point to these colours on the colour wheel and show children how they are at opposite ends. Children can apply this by practising drawing different shapes based on objects around them, flowers etc. Then using the colour wheel to select colours that stand out.

3 - Texture – Explore different textured paper and materials that children can use. Children can practise cutting, ripping and tearing shapes using different types of paper and materials and label them using an adjective word bank in sketchbooks. Have plastic wallet to keep left over shapes in for next week.

4 – Texture lesson continued, layering shapes – Continued practise from last week of cutting, tearing and ripping shapes from different paper and materials. This time children can practise layering/overlapping shapes thinking of colours they are using like Henri Matisse did. Give children time at the end of the lesson to draw their final design onto cartridge paper ready for next week.

5/6 - Final Piece completion/Evaluation (discussion). Using techniques taught and practised children create own collaged piece inspired by Henri's work.

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Alma Thomas

Key Artist facts to be taught

- **Background** – Alma Thomas was born in the USA over one hundred years ago. When she was young, Alma enjoyed the colours and light of nature and the way the wind made leaves move. Although Alma loved art from an early age, she wasn’t allowed to visit art galleries. This was because Alma was Black. Where Alma lived, Black people were often treated unfairly. Alma’s family didn’t feel safe where they lived because of racism. When Alma was 15, the family decided to leave Georgia and move to Washington D.C. Although racism was also a problem in Washington, Black people had more opportunities there.
- **Inspiration for work** – Alma was best known for making **abstract** art. Her paintings were bright and colourful and were influenced by the natural world. She was inspired by science and nature. When she was a teacher, she encouraged the children she taught to look closely at nature, and to use patterns and colours to create art which made them happy.
- **Style** - Thomas decided to use a new technique due to her arthritis, which she called ‘Alma Stripes’. She looked at the patterns created by light from her bedroom window and used these small patterns in her artwork by creating colourful, rectangular dabs with her paintbrush. She loved using bright, bold colours in her paintings. She would regularly use small, rectangular blocks of colour in her art.

Year 1—Summer

Formal Elements

Use a combination of shapes and colours to create repeating patterns.

Include a variety of lines and texture through mark making.

Form

- Pick out geometric forms (shapes) that can be seen in Alma's work. Not just the shapes in the dashes she created but the shapes the bigger pattern – how they create the illusion of different shapes when put together.

Evaluation

- Encourage children to annotate their work as they complete it in sketchbooks if possible. Even labelling colours and shapes using a word bank.
 - Some children may even write little comments around work produced picking out features or reflecting on their own work.

Pattern

- Focus on types of colour Alma used, bold and bright and how she repeated these colours to create a pattern.
 - Concentrate on 'dashes and dots' – different types of lines Alma used and how they create a pattern.
 - Ensure children have a variety of tools to mark make 'dash' with, e.g. variety of different size/shape paint brushes, glue spreaders, cut up sponges etc.



**Alma
Thomas**



Possible lesson structure:

- 1 - Artist study. Introduce Alma. Children have pictures of Alma's work and Alma's name to stick in sketchbooks (encourage creativity). Children use word bank to label Alma's work (e.g. colours, shapes, brush strokes etc). Encourage children to replicate Alma's work.
- 2- Form (shape) – Explore shapes in Alma's work and brush strokes she uses. Children have 2D shapes on tables and experiment with dashes technique to paint shapes in sketchbooks.
- 3 – Nature/colours – Children go outside with iPads to take pictures of nature then use these pictures to create colour palette in sketchbooks. Focus on brightening/heightening the colours to make them bold – encourage colour mixing.
- 4 - Pattern – Children go out into the forest and paint natural objects such as trees, flowers etc using Alma's techniques/ brush strokes practiced last lesson.
- 5 – Final piece – either done outside in the forest or based on photographs of Sandon's forest using techniques Alma uses.
- 6 – Evaluation – Video children in groups discussing their final pieces (likes, dislikes, how their work is similar to Alma's and techniques used). Stick picture of children's final piece and QR code in sketchbooks of video of Evaluation discussion.

Final outcomes:

- Children create their own landscape inspired by Alma's work using dashes techniques.

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	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Drawing	Crayons, felt tips, pencils, wax crayons and chalks.	Pencils, wax crayons and pencil crayons. (Portraits & art day)	Pencils, oil pastels and pencil crayons.	Pencils, charcoal and pencil crayons.	Pencils and oil pastels or chalk pastels with charcoal.	Pencils, chalk pastels or oil pastels and pencil crayons.	Pencils, charcoal with chalks pastels and pencil crayons.
Painting	Watercolour,, poster paints and powder paints,	Poster paint and powder paint. (Piet Mondrian)	Poster paint, ceramic paint and water colours.	Poster paint, water colour and printing ink.	Poster paint and water colour and printing ink.	Watercolour, acrylic and poster paint.	Watercolour, poster paint and acrylic.
Textiles/Collage	Collage with range of materials, Combine textures and manipulate materials. Assemble and join materials.	Use variety of materials to collage—by cutting, tearing and gluing. (Henri Matisse)	Cut and assemble various shapes from paper to assemble a 2D model in books.	Start concentrating on visual texture as well as actual texture in paintings. Sewing a cushion together using a variety of materials.	Collage materials of various different textures to make a collagraph board ready to print..	Create textures using various techniques with paint and paint brushes.	Carve and add texture to clay using various tools.

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<p>Form (3D work, clay, sculpture, junk modelling etc.)</p>	<p>Use tools on clay and salt dough. Junk model.</p>	<p>Assembling a windmill and develop awareness for 2D and 3D structure. (D&T)</p>	<p>Design and assemble a chair applying knowledge of structure. Investigate materials for strength and structure.</p>	<p>Sculpting with clay focus on texture, feelings and movement. Salt dough— Science to create fossils. Use various materials, to construct a 3D model of a castle.</p>	<p>Design and assemble collagraph board for printing, focus on layers and levels.</p>	<p>Form through perspective drawing.</p>	<p>Clay</p>
<p>Printing</p>	<p>Potato prints and foam block printing with paint.</p>	<p>Foam block printing with different shapes (Alma Thomas)</p>		<p>Lino printing with styrene blocks.</p>	<p>Collagraph printing.</p>	<p>Mono-printing.</p>	