

National curriculum:

- 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 works.
- Evaluate and analyse.

Vocabulary:

Sculpture, 3D, artist, build, make, square, materials, different, similar, colour, tone, Nathan Sawaya, mosaic, features, eye, nose, mouth, compare, long, decoupage, 3D, tall, design, designer, pattern, craft,

Snapshot overview

What is a sculpture?

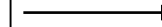
Range of sculptures and compare.



Comparison of sculptors



Mosaics



Art Medium Term Planning

Year Group: 1

Term:

Topic: Art

	Learning Objective	Input (including key questions and vocabulary)	Differentiation	How will the learning be assessed?
Session 1	I can describe what style a designer uses to create a piece of artwork	<p>Discuss sculpture with children and look at what a sculpture is. Introduce Nathan Sawaya – who is he? What is he famous for? Show children pictures of Nathan Sawaya’s work. What do you notice about these? What do you like? What do you not like?</p> <p>Discuss that he is American – show where America is on the map.</p> <p>Watch: https://www.youtube.com/watch?v=AcdHAfdlzqs</p> <p>And discuss – what does he do, how does he do it? How does he create his art work?</p> <p>Look at the pictures of his art work and discuss how he created the effect. Go off into small groups to look at the following pictures of his artwork. What does he use? How does he create shape? How does he create soft lines with hard blocks? What do we like about this art work? Children to work in groups to label what they see in his art work – colour, shape, texture etc.</p> <div data-bbox="595 997 1261 1241" data-label="Image"> </div> <p>Feedback as a class – what does he do to create the curves, the facial features, the body shapes? Write a list of what he does and how (e.g steps building out from the bricks to make it 3D, bold colour, curved shapes, lego).</p>	Lap and feedback as needed.	Discussion

I can describe the similarities and differences of two designers

Discuss what we did yesterday – who was the designer we looked at? What did they do? How did they do it?
Describe how many designers make 3D art but they do it in different ways .There is no right or wrong way in art, it is about expression.

Introduce Picasso – he was a Spanish painter and sculptor. Show where Spain is on the map.
Picasso was known for his unusual artistic style – making the ordinary look different,

Show the children the following pictures of Picasso’s sculptors and discuss = what is the same and different about these pieces. Does he always use the same style? What medium do you think he uses?



Send chn off to tables to work in small groups for 10 mins to look at pictures of Picasso’s designs and discuss what they can see – thinking about medium, colour, shape, style.

Now model comparing Picasso to Nathan Sawaya – what do they do that is the same? What do they do differently? For example: they both sculpt. They both create animals and people and faces. What do they do differently? Model looking at the artistic style – the mediums, the shapes, the lines and edges created and discussing what is similar and what is different.


Model filling out table

Similarities	Differences

Children to fill out table about the artists – ensure pictures are in front of them.
Feedback as a class.

Lap and feedback as needed

Outcome

<p>I can describe the features of Rangoli craft</p>	<p>New unit – Indian craft mosaics</p> <p>Recap the last two days = they are both designers and make sculptures. The next part of this art is about craft. One example of craft is Rangoli patterns- these are made in India – show on map and recap what we know about India from Geography unit. Discuss the importance of Rangoli patterns in the Indian culture- bringing luck and happiness.</p> <p>Introduce Vijaya Mohan who holds a world record for her Rangoli craftwork. Show YouTube: https://www.youtube.com/watch?v=LsH4o8vS7RI</p>  <p>Chn to go off to tables to look at pictures of rangoli patterns to spot the features of rangoli patterns. Look through these examples. Discuss the patterns, the colours and the shapes. What do you notice? What is the same and what is different? What colours are used?.Encourage chn to have discussions thinking about colour, shape, style, patttern, repitition (repeating colours, repeating pattern, central focus building out, borders to highlight the colours, lots of little bits to build up a colour rather than one block/colouring in)</p> <p>Plenary: what did we find out about rangoli patterns? Discuss the patterns, the symmetry, the bright colours, the bold shapes, the repetitive nature (repeating colours, repeating pattern, central focus building out, borders to highlight the colours, lots of little bits to build up a colour rather than one block/colouring in) Create a bank of ideas about what Rangoli patterns need and put this on the working wall .</p>	<p>Lap and facilitate discussions – encouraging discussions about colour, shape, style, patttern, repitition (repeating colours, repeating pattern, central focus building out, borders to highlight the colours, lots of little bits to build up a colour rather than one block/colouring in)</p>	<p>Outcome</p>
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I can explore Rangoli patterns



Recap previous learning and discuss what we know about Rangoli patterns. Refer to bank of ideas on the working wall. Discuss the patterns, the symmetry, the bright colours, the bold shapes, the repetitive nature (repeating colours, repeating pattern, central focus building out, borders to highlight the colours, lots of little bits to build up a colour rather than one block/colouring in)

One way to create this effect is to use lots of small bits of coloured paper to build up the colour and shape. This is known as mosaic. You can see an example of a mosaic rangoli pattern here:



Little tiles of different shapes have been used to build up the pattern and shape. Discuss that this is what we will be doing.

Model using strips of paper and model choosing one of these designs. Model using the paper and cutting it into the correct shape and exploring how you can build up lots of little bits to make a shape. Verbalise what you are doing e.g. I am cutting this into lots of little squares so that I can make the blue square shape inside the pattern in this example. Model using different sized bits of paper and different shaped bits of paper for the same section of the pattern and discussing the different effect this makes. Model carefully building up to create a shape. Is it better to stick them down one at a time or lay out the bits and stick down when happy? Model trying out different ways, different shapes and different sizes and Model reflecting and choosing the best method and ticking it.

Children to go to choose 1 Rangoli pattern design they would like to recreate. Children to have a go at cutting out bits of paper to make the mosaic style. Children to have a go at looking at one part of the Rangoli pattern through a square cut out and building it up to make a desired shape. Children to do this in sketch books. Children to explore the difference of cutting the paper into different shapes and sizes, sticking down straight away or during. Children to make the same pattern 3 times with different sized/shaped bits of paper then choosing which one is the most effective. Tick their preference.

Feedback as a class the most effective strategies and why

Adults to lap and support as required

Outcome

Session 5	<p>I can create a Rangoli pattern using mosaics</p>	<p>Refer back to yesterday's learning and discuss the methods for creating a mosaic and which one was the best – cutting small shapes, cutting the same size shape, carefully placing it in desired location and building up. What did you decide was the best strategy and why?</p> <p>Ask children which Rangoli pattern they were copying yesterday. Discuss that today they will be using this pattern along with their sketch books to see which method they found best to recreate a Rangoli pattern .</p> <p>T to Model looking at what was modelled yesterday and the Rangoli pattern chosen. Model checking which shape/size paper was the best one and model getting these bits of paper ready to make the final pattern. Verbalise where it is best to start to create the pattern – is it in the middle and working out? Is it to create the circle around the pattern and then filling it? Or starting in one corner? Verbalise these thoughts. Model beginning to copy the chosen Rangoli pattern using small pieces of coloured paper in a mosaic style.</p> <p>Children to go to tables and do the same – have their chosen Rangoli pattern in front of them, coloured paper and their sketchbooks with their trials from yesterday. Children to make the desired shapes and sizes for the mosaics and use these to recreate the Rangoli design.</p>		Outcome
Session 6	<p>I can create a Rangoli pattern using mosaics</p> <p>I can evaluate a piece of work.</p>	<p>Recap learning from yesterday and finish Rangoli designs.</p> <p>Once finish T to model looking at the Rangoli design they were trying to recreate and their version. Model discussing what they think they have done well. Write down 2 things they think they have done well, referring back the features of a Rangoli pattern (E.g. bright colours, repeating pattern, the shapes).</p> <p>Children to then do the same – look at their own piece of work, compare it to the design they were trying to recreate and reflect and think of 2 positive things they have done.</p>		Outcome

Impact:

To be able to give 3 comparisons (similarities and differences) between two different designers

To be able to describe the features of Rangoli artwork

To be able to use the technique of mosaics to recreate Rangoli artwork

To be able to evaluate my artwork and think of two positive things I have done.