

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: KS1 - Year A – Autumn

Printing- Pattern

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

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

Yayoi Kusuma - (born 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)

Learn a pattern is a) A repeated decorative design, such as a shape, a colour or a line b) A regular repeated design or reoccurring sequence.

Know -Pattern is one of the visual elements.

Know that a pattern can be made by printing and that some artists specialise in creating art with pattern.

Learn that there are different ways to make a print and one shape or image can be reproduced many times in the process of printing.

Make a net decorated with geometric shapes.

Learn abstract art is mainly colours, shapes, lines and marks - The artist shows their interpretation of something - It might appear as an unrealistic image.

Know artist names **Wassily Kandinsky- Paul Klee** and Yayoi Kusama.

Know Yayoi Kusama is alive and known as the Princess of Polka Dots

Name and identify shapes – square, rectangles, triangle, circle, semi-circle in feature artist’s work.

Use simple art language to describe, compare and contrast artists’ drawing styles.

Complete a continuous line drawing in response to Paul Klee ‘Burdened Child’ do not copy.

Using Kandinsky’s work ‘Swinging’ Create an abstract collage pattern with colour and shapes observed.

Make a **print** with ready mix paint and primary colours with **found objects**.

Use roller to apply paint and print with bubble wrap

Make a mono- print (a single print) of a geometric shape and or of lines. Mix, use and name secondary colours.

Create an abstract print design using Wassily Kandinsky as a starting point. Use primary colours and black and white in acrylic paint in the design.

Know drawing exercises A & B (SEE OVERVIEW)

Annotate sketchbook work- add dates names of artists used as influence.

Talk about their sketchbook work.

Key Vocabulary to teach each session; Written In bold at the beginning of each session.

Session 1: **LINE- visual element, varying pressure, continuous line, spirals, concentric circles, overlapping, wavy, curved, zig,zag, graphite sticks,**

Pattern – visual element, print, repeated pattern, reoccurring sequence,

Wassily Kandinsky, Paul Klee, Yayoi Kusama. (known as the Princess of Polka Dots)

Introduce the use of sketchbooks and drawing exercises to improve observational skills and recording accuracy. Complete simple drawing exercise warmups – Lines- varying pressure to make dark and light lines. Spirals, concentric circles, squares within squares. Use pens and graphite sticks.

Carry out drawing warmups in 3 of the 5 sessions.

Learn that there are different ways to ‘print’.

Learn that Pattern is: a) A repeated decorative design b) A regular repeated design or reoccurring sequence. Pattern is one of the visual elements.

Stick in sketchbook a photocopy of Kandinsky and label up identified shapes. Name and identify shapes – square, rectangles, triangle, circle, semi-circle in the work of Wassily Kandinsky.

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Use the 2 artists examples and describe lines – straight, overlapping, wavy, curved, zig,zag, continuous.

Describe the differences of how the artists used ‘lines’ in the 2 pieces of art.

Introduction to Paul Klee <https://www.tate.org.uk/art/artists/paul-klee-1417>

Using Paul Klee ‘Burderned Child’ as inspiration complete a continuous line drawing in the style of the artist. Use oil pastel to create thick, wide lines. Add legs and eyes. Give the artwork a title.

Session: 2 **Abstract Art, unrealistic image, collage**

Introduce Wassily Kandinsky [Wassily Kandinsky 1866–1944 | Tate](https://www.tate.org.uk/art/artists/wassily-kandinsky-1866-1944)

https://youtu.be/aMiiKLyIR88?list=PL41ESm9FvV-M_Na7YX2J1PVNuod0zraYu

Learn that Kandinsky creates abstract art.

Learn that ‘abstract art’-Mainly uses colours, shapes, lines and marks

The artist shows their interpretation of something

It might appear as an unrealistic image.

Compare Kandinsky, Klee and alternative artist Yayoi Kusuma example of ‘abstract art’

Cut shapes observed in Kandinsky’s work ‘Swinging’. On the net of a cube, or on both sides of a square of card to create a hanging, create an abstract collage pattern with colour and shapes observed.

Can they give their art a title? Create a sculptural form as a hanging or as nets.

Session 3: **Found objects, surface, primary colours, red, yellow, blue**

Explore printing with found objects – bottle tops- lids- plastic forks. Bubble wrap. Apply paint to bubble wrap with a hard roller. Learn by experimenting that a print is the impression or reproduced shape of an edge or surface of an object. Use and name primary colours, red, yellow, blue. Use ready mix paint. Add fingerprints in a pattern.

Session 4: **Mono -print, geometric, secondary colours, red & yellow – orange, yellow & blue – green, red & blue – purple, cotton bud, compare,**

Create a mono- print (a single print) of a geometric shape and or of lines. Use primaries to mix secondary colours, red & yellow – orange, yellow & blue – green, red & blue – purple. Mix with a brush on a square of plastic. Make an even layer with a brush. Draw a geometric shape in the paint with a cotton bud. Place paper over and press gently.

Discuss that printing results can vary.

Compare the mono print to the found object and finger printing from last session.

Session 5:

Create an abstract print design using Wassily Kandinsky as a starting point. Use geometric 3D shapes (cubes etc maths), lids of varying sizes (circles) and rulers (lines)

Print with acrylic paint in primary colour and, black and white.

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)