TERM	Spring	Cycle	В
CLASS	Birch		
SUBJECT	Art		
Subject Area	Contemporary Art		
	Information for teachers:		
	Contemporary art is the term used for art of th	e present day. Us	ually the artists are
	alive and still making work.	,	,
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	Contemporary art is often about ideas and con-	cerns, rather than	solely the
	aesthetic (the look of the work).		
	Contemporary artists use whatever they think i	llustrates their id	ea most
	appropriately. Artists have very different method	ods and materials	to use. Some use
	painting but there is also photography, sculptur	re, film, new med	ia, live
	performance, light, sound and installation. Con		
	varied.		•

Prior knowledge

Art knowledge

- To know that Contemporary Art is art from the current time (now)
- To name 2 artists from this art period: -
 - ❖ Yayoi Kusami who is famous for her sculture and use of dots.
 - ❖ Andy Goldsworthy who is famous for his sculptures and land art.

Art skills - to be able to: -

Generic skills

- Record and explore ideas from first hand observations.
- Ask and answer questions about starting points for their work.
- Develop their ideas by trying things out, changing their minds.
- Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.
- Look and talk about own work and that of others and the techniques they had used.
- Identify what they might change in their current work to develop their future work.
- Use appropriate language to describe colour media, equipment and textures.

Drawing	Painting
 Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control types of marks made with the range of media. 	 Begin to control the types of marks made with the range of media. Start to record simple media explorations in a sketch book. Start to mix a range of secondary colours, moving towards predicting resulting colours. Ensure children know names of all basic colours. Find collections of colour e.g. different sorts of green, blue, purple etc. Use language to evaluate e.g. light/dark.
3D Sculpture	Print Making
Shape and model materials for a purpose from	Explore printing simple pictures with a range

- observation and imagination.
- Use simple 2-D shapes to make a 3-D form.
- Impress and apply simple decoration techniques (impressed, painted, and applied).
- Use tools and equipment safely and in the correct way.
- Experiment with constructing and joining recycled, natural, and man-made materials.
- of hard and soft materials e.g. cork, sponge, bubble wrap.
- Use equipment and media correctly and be able to produce a clean printed image.
- Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.
- Build repeating patterns and recognise pattern in the environment.

Textiles/ Texture

- Begin to identify different types and textures of fabric and materials for collage. (natural and man-made)
- Collage create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines, natural organic material etc.
- Arrange and glue materials to different backgrounds.

Digital Media

- Fold, crumple, tear and overlap papers.
- Explore ideas using digital sources e.g. internet, CD-ROMS, iPads.
- Use simple graphics program to create images and effects using different lines by changing the size of the brushes.

their views and describe how

they might develop it further.

 Manipulate shapes by using shape and fill colour tools, and edit using eraser tool.

Core knowledge that will be learnt in this unit

Art knowledge

- To know that Contemporary Art is art is the term used for art of the present day. Usually the artists are alive and still making work.
- Know that Contemporary art is often about ideas and concerns, rather than solely the aesthetic (the look of the work).
- To name 3 artists from this art period: -
 - Debbie Smith who is a textile artists identifiable for her thread drawings.
 - Kirsty Whitlock who is a contemporary mixed media textile artist.
 - Robert Smithson who was an American artist known for sculpture and land art

Art skills - to be able to: -

Extend on their vocabulary to

express their thoughts.

Generic skills				
Year 2	Year 3	Year 4		
Record and explore ideas from	Select and record from first hand	Select and record from first hand		
first hand observations.	observation, experience and	observation, experience and		
Ask and answer questions about	imagination, and explore ideas	imagination, and explore ideas		
starting points for their work.	for different purposes.	for different purposes.		
Develop their ideas by trying	Question and make thoughtful	Question and make thoughtful		
things out, changing their minds.	observations about starting	observations about starting		
Explore the work of a range of	points and select ideas to use in	points and select ideas to use in		
artists, craft makers and	their work.	their work.		
designers, describing the	Explore a range of artists,	Further explore a range of artists,		
differences and similarities	architects and designers in	architects and designers in		
between different practices and	history, describing the differences	history, describing the differences		
disciplines, making links to their	and similarities between different	and similarities between different		
own work.	practices and disciplines, making	practices and disciplines, making		
Discuss own work and others	links to their own work.	links to their own work.		
work, expressing thoughts and	Compare ideas, methods and	Compare ideas, methods and		
feelings.	approaches in their own and	approaches in their own and		
Identify changes they might make	others' work and say what they	others' work and say what they		
or how their work could be	think and feel about them, using	think and feel about them.		
developed further.	knowledge and understanding of	Adapt their work according to		

artists and techniques.

		 Adapt their work according to their views and describe how they might develop it further. Use a sketchbook to record media explorations and experimentations, as well as planning and collecting source material for future works. Begin to annotate work in a sketchbook. 	Use a sketchbook to collect and record media explorations and experimentations, as well as planning and collecting source material for future works. Continue to annotate work in a sketchbook with more detail.
l		Textiles/ Texture	
Y2 Y3	 Gain confidence in stitching Use a sketchbook to plan ar Change and modify threads Gain experience in colouring Textiles – Show awareness 	threads for colour, texture, length, size and two pieces of fabric. Explain how to three did develop simple ideas and making simple and fabrics e.g. knotting, fraying, fringing textiles e.g. printing, fabric crayons, dipland name a range of different fabrics.	ad a needle and have a go. le informed choices in media. g, pulling threads, twisting, plaiting.
 Apply decoration using beads, feathers, buttons etc. Explore using paste resist and batik. Gain further experience in changing and modifying thread and fabrics e.g. knotting, fraying, fringing, pulling threads, twisting, plaiting. Demonstrate experience in looking at fabrics from other countries. 			
Y4	Use weaving and stitching to	broidery.	

Vocabulary	
Contemporary	Art produced at this present point in time or since the 1960/70s.
art	
Batik	An Indonesian technique of wax-resist dyeing applied to whole cloth. To make a batik, selected areas of the cloth are blocked out by brushing or drawing hot wax over them, and the cloth is then dyed. The parts covered in wax resist the dye and remain the original colour.
Resist	A resistant substance applied as a coating to protect a surface.
Pattern	A repeated decorative design.
Cotton	A textile fabric made from cotton fibre (from a cotton plant).
Synthetics (nylon, polyester,	Textiles made from artificial (not natural) substances e.g. nylon, spandex.
spandex etc.)	
Rayon	Fabric made from regenerated cellulose (from plant cell walls).
Linen	Cloth woven from flax (fibre from the stalks of the flax plant).
Cashmere	Fine, soft wool, originally that from the Kashmir goat.
Silk	Thread or fabric made from the fibre produced by the silkworm.
Wool	Yarn or textile fibre made from wool (made from the coat of sheep).
Knotting	The action or craft of tying knots in threads and fabrics.
Fraying	To cause the threads in cloth or rope to become slightly separated.
Fringing	To cause loosely hanging threads at the edge of fabric.
Threads	A fine cord used in sewing, weaving, and the like, which is usually made of two or more fibres such as cotton twisted together.
Plaiting	To join three or more pieces of thread by putting them over each other in a special pattern.

Decoration	The process or art of decorating something.
Embellishment	A decorative detail added to something to make it more appealing.
Felt	A textile material that is produced by matting, condensing and pressing fibres together.
	Felt can be made of natural or synthetic fibres.

Art History Timeline



- Began with the inver writing

-Art includes Egyptian frescoes, metal work and pottery. -Work was recently found in tombs.

-Early art often favored drawing over color.

15,000 B.C. Ancient Art Samson and Delitah By Peter Paul Rubens (1609-1610)



-Encouraged by the Catholic Church -Less complex, more realistic, and more emotionally affecting than Mannerism.

-Began as a reaction against the intricate and formulaic Manneris 1600's

Baroque



-Most artists began as Importhen abandoned the style.

Represented an extension of Impressionism and a rejection of that style's inherent limitations. Late 19th Century/Early 20th

Post-Impressionism

emoiselles d'Avign Pablo Picasso 1907



-Used an analytical system in which 3-D subjects were fragmented and redefined from several different points of view.

-Began in Paris in 1907. Led by Pablo Picasso and Georges

1908-1914 Cubism

-Used bright, solid colors with no

-Celebrated everyday objects such as coke bottles, comic strips, and soup care. -Most prominant in American art.

-Marked by the fascination with popular culture reflecting the affulence of post-war society. 1950's-1960's Pop Art

Began in 1300's

Begin in 15005 Revival of interest in the artstic achievements of the classical world Began in Italy da Vinci expressed humnaistic values in his work from this period. -Some of the world's most famous artists were from this time period.



By Leonardo da Vinci 1503-1519

Impre 19th Century

paintings.

-Achieved a more exact representation of color and tone.

-Applied paint in small touches of pure color rather than broader strokes. Captures the image as if it were seen by a



Claude Monet Impression Sunrise 1872

Expressionism Early 20th Century

-Denoted the use of distortion and exaggeration for the emotional effect.

-Also effected dance, cinema, literature, and the theatre.

-Artists tries to depict the subjective emotions and responses that objects and events arouse in him.



Dada 1916-1920's

-Emphasized the role of the unpredictable in artistic creation.

-Irreverence was a key feature. -Aim of the movement was to shock people out of complacency.



Op Art 1960's

-Paintings or sculptures which seem to swell and vibrate through their use of optical effects

-Abstract art

Fashionable in the US and

