

<b>TERM</b>	Spring	<b>Cycle</b>	B
<b>CLASS</b>	Birch		
<b>SUBJECT</b>	Art		
<b>Subject Area</b>	<p><b>Contemporary Art</b></p> <p>Information for teachers: Contemporary art is the term used for art of the present day. Usually the artists are alive and still making work.</p> <p>Contemporary art is often about ideas and concerns, rather than solely the aesthetic (the look of the work).</p> <p>Contemporary artists use whatever they think illustrates their idea most appropriately. Artists have very different methods and materials to use. Some use painting but there is also photography, sculpture, film, new media, live performance, light, sound and installation. Contemporary art is therefore very varied.</p>		

Prior knowledge	
<b>Art knowledge</b>	
<ul style="list-style-type: none"> <li>To know that Contemporary Art is art from the current time (now)</li> <li>To name 2 artists from this art period: - <ul style="list-style-type: none"> <li>❖ Yayoi Kusami who is famous for her sculpture and use of dots.</li> <li>❖ Andy Goldsworthy who is famous for his sculptures and land art.</li> </ul> </li> </ul>	
<b>Art skills – to be able to: -</b>	
<b>Generic skills</b>	
<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations.</li> <li>Ask and answer questions about starting points for their work.</li> <li>Develop their ideas by trying things out, changing their minds.</li> <li>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.</li> <li>Look and talk about own work and that of others and the techniques they had used.</li> <li>Identify what they might change in their current work to develop their future work.</li> <li>Use appropriate language to describe colour media, equipment and textures.</li> </ul>	
<b>Drawing</b>	<b>Painting</b>
<ul style="list-style-type: none"> <li>Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Begin to control types of marks made with the range of media.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to control the types of marks made with the range of media.</li> <li>Start to record simple media explorations in a sketch book.</li> <li>Start to mix a range of secondary colours, moving towards predicting resulting colours.</li> <li>Ensure children know names of all basic colours.</li> <li>Find collections of colour e.g. different sorts of green, blue, purple etc. Use language to evaluate e.g. light/dark.</li> </ul>
<b>3D Sculpture</b>	<b>Print Making</b>
<ul style="list-style-type: none"> <li>Shape and model materials for a purpose from</li> </ul>	<ul style="list-style-type: none"> <li>Explore printing simple pictures with a range</li> </ul>

observation and imagination. <ul style="list-style-type: none"> <li>• Use simple 2-D shapes to make a 3-D form.</li> <li>• Impress and apply simple decoration techniques (impressed, painted, and applied).</li> <li>• Use tools and equipment safely and in the correct way.</li> <li>• Experiment with constructing and joining recycled, natural, and man-made materials.</li> </ul>	of hard and soft materials e.g. cork, sponge, bubble wrap. <ul style="list-style-type: none"> <li>• Use equipment and media correctly and be able to produce a clean printed image.</li> <li>• Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.</li> <li>• Build repeating patterns and recognise pattern in the environment.</li> </ul>
<b>Textiles/ Texture</b>	<b>Digital Media</b>
<ul style="list-style-type: none"> <li>• Begin to identify different types and textures of fabric and materials for collage. (natural and man-made)</li> <li>• Collage - create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines, natural organic material etc.</li> <li>• Arrange and glue materials to different backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Fold, crumple, tear and overlap papers.</li> <li>• Explore ideas using digital sources e.g. internet, CD-ROMS, iPads.</li> <li>• Use simple graphics program to create images and effects using different lines by changing the size of the brushes.</li> <li>• Manipulate shapes by using shape and fill colour tools, and edit using eraser tool.</li> </ul>

### 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: -

#### Generic skills

Year 2	Year 3	Year 4
<ul style="list-style-type: none"> <li>• Record and explore ideas from first hand observations.</li> <li>• Ask and answer questions about starting points for their work.</li> <li>• Develop their ideas by trying things out, changing their minds.</li> <li>• 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.</li> <li>• Discuss own work and others work, expressing thoughts and feelings.</li> <li>• Identify changes they might make or how their work could be developed further.</li> <li>• Extend on their vocabulary to express their thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them, using knowledge and understanding of artists and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>• Further explore a range of artists, architects and designers in history, describing the differences and similarities between different practices and disciplines, making links to their own work.</li> <li>• Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul>

	<ul style="list-style-type: none"> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
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### Textiles/ Texture

Y2	<ul style="list-style-type: none"> <li><b>Textiles</b> – Begin to identify different forms of textiles.</li> <li>Match and sort fabrics and threads for colour, texture, length, size and shape.</li> <li>Gain confidence in stitching two pieces of fabric. Explain how to thread a needle and have a go.</li> <li>Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</li> <li>Change and modify threads and fabrics e.g. knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>Gain experience in colouring textiles e.g. printing, fabric crayons, dipping.</li> </ul>
Y3	<ul style="list-style-type: none"> <li><b>Textiles</b> – Show awareness and name a range of different fabrics.</li> <li>Apply decoration using beads, feathers, buttons etc.</li> <li>Explore using paste resist and batik.</li> <li>Gain further experience in changing and modifying thread and fabrics e.g. knotting, fraying, fringing, pulling threads, twisting, plaiting.</li> <li>Demonstrate experience in looking at fabrics from other countries.</li> </ul>
Y4	<ul style="list-style-type: none"> <li><b>Textiles</b> - Plan a design in a sketchbook and execute it.</li> <li>Gain experience in stitch embroidery.</li> <li>Gain experience in weaving.</li> <li>Apply decoration using needle and thread e.g. sequins, buttons.</li> <li>Use weaving and stitching to create different textural effects.</li> <li>Use a range of natural materials e.g. grasses, leaves, twigs etc.</li> </ul>

### Vocabulary

Contemporary art	Art produced at this present point in time or since the 1960/70s.
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, spandex etc.)	Textiles made from artificial (not natural) substances e.g. nylon, spandex.
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

