

<b>TERM</b>	Spring	<b>Cycle</b>	B
<b>CLASS</b>	Willow		
<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 is the term used for art of the present day. Usually the artists are alive and still making work.</li> <li>Know that Contemporary art is often about ideas and concerns, rather than solely the aesthetic (the look of the work).</li> <li>To name 3 artists from this art period: - <ul style="list-style-type: none"> <li>❖ Debbie Smith who is a textile artists identifiable for her thread drawings.</li> <li>❖ Kirsty Whitlock who is a contemporary mixed media textile artist.</li> <li>❖ Robert Smithson who was an American artist known for sculpture and land art</li> </ul> </li> </ul>		
<b>Art skills – to be able to: -</b>		
<b>Generic skills</b>		
<b>Year 2/3</b>	<b>Year 4</b>	
<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> <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>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> <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>	

Textiles/ Texture		
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>	
Core knowledge that will be learnt in this unit		
Art knowledge		
<ul style="list-style-type: none"><li>• 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.</li><li>• Know that Contemporary art is often about ideas and concerns, rather than solely the aesthetic (the look of the work).</li><li>• 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</li><li>• To name 6 artists from this art period: -<ul style="list-style-type: none"><li>❖ Kazuhito Takadoi who uses nature to create art work.</li><li>❖ Lauren Di Cioccio is a textile artist</li><li>❖ Karen Wyeth is a felt artist</li><li>❖ Kara Walker is an American contemporary artist. She is best known for her room-size tableaux of black cut-paper silhouettes.</li><li>❖ Robert Rauschenberg was an American painter and graphic artist.</li><li>❖ Richard Hamilton was an English painter and collage artist</li></ul></li></ul>		
Art skills – to be able to: -		
Generic skills		
Year 4	Year 5	Year 6
<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><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>		
<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>• Identify artists who have worked in a similar way 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>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 and develop ideas.</li></ul>			
Textiles/ Texture		Digital Media	
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>	Y4	<ul style="list-style-type: none"><li>Record and collect visual information using digital cameras and video recorders.</li><li>Present recorded visual images using software e.g. iPads applications, PowerPoint etc.</li><li>Use a graphics package to create images and effects.</li><li>Experiment with colours and textures by making an appropriate choice of special effects and simple filters, to manipulate and create images.</li></ul>
Y5	<ul style="list-style-type: none"><li><b>Textiles</b> – Gain experience in weaving.</li><li>Use a variety of techniques to create different textural effects e.g. using different materials when weaving.</li><li>Change and modify threads and fabrics.</li><li>Use language appropriate to skill and technique</li></ul>	Y5	<ul style="list-style-type: none"><li>Record, collect and store visual information using digital cameras and video recorders.</li><li>Present recorded visual images using software e.g. iPads applications, PowerPoint etc.</li><li>Use a graphics package to create and manipulate new images.</li><li>Be able to import an image (scanned, retrieved, taken) into a graphics package</li><li>Understand that a digital image is created by layering.</li><li>Create layered images from original ideas (sketchbooks etc.).</li></ul>
Y6	<ul style="list-style-type: none"><li><b>Textiles</b> – Experiment with a variety of techniques exploiting ideas from sketchbook.</li><li>Work in 2D and 3D as required.</li><li>Use language appropriate to skill and technique.</li><li><b>Collage</b> – Add collage to a painted, printed or drawn background.</li><li>Use a range of media to create collages.</li><li>Use different techniques, colours and textures when designing and making pieces of work.</li><li>Use collage as a means of extending work from initial ideas.</li></ul>	Y6	<ul style="list-style-type: none"><li>Record, collect and store visual information using digital cameras and video recorders more confidently.</li><li>Present recorded visual images using software e.g. iPads applications, PowerPoint etc.</li><li>Use a graphics package to create and manipulate new images.</li><li>Be able to import an image (scanned, retrieved, taken) into a graphics package.</li><li>Understand that a digital image is created by layering.</li><li>Create layered images from original ideas (sketchbooks etc.).</li></ul>
Vocabulary			
Contemporary art	Art produced at this present point in time or since the 1960/70s.		
Weave	Form fabric (or a fabric item) by interlacing long threads passing in one direction with others at a right angle to them.		
Loom	An apparatus for making fabric by weaving yarn or thread.		
Warp	The set of yarns or other elements stretched in place on a loom before the weft is introduced during the weaving process.		
Weft	Weft is the term for the yarn which is shuttled back and forth across the warp to create a woven fabric.		
Fibres	Any product capable of being woven or otherwise made into a fabric.		
Tension	The force that stretches a fabric.		
Traditional	Produced, done, or used in accordance with tradition; long-established.		
Intertwining	Twist or twine (wind) together.		
Interlaced	Cross or be crossed intricately together.		
Thread	A long, thin strand of cotton, nylon, or other fibres used in sewing or weaving.		
Collage	A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.		
Mixed media	A work of art that is made from a variety of media e.g. paint, photos etc.		

Overay/overlap	To lay something on top of something else.
Texture	Suggest how something feels to touch by the way it is presented e.g. spiky.
Background	The part of a picture or scene that is towards the back.
Pastiche	An artistic work in a style that imitates that of another work, artist, or period.
Application	Applying something to a surface
Popular culture	Culture based on the tastes of ordinary people that are dominant or prevalent in a society at a given point in time.
Imagery	A collection of visual images and pictures.
Embroidery loop	An embroidery method where each stitch uses a loop to give a huge pile.
Rotate	To move or cause to move in a circle round an axis or centre.
Duplicate	To make an exact copy of something, such as a digital image.
Crop	A button/tool used to cut out parts of a picture.
Cut-out	A button/tool used to cut out that which has been selected.
Filter	A software routine that changes the appearance of an image or part of an image by altering the shades and colours of the pixels in some manner.
Retouch	The process of altering an image to prepare it for final presentation - retouching is the polishing of an image.
Photographic	Resembling photos

## Art History Timeline

