



Art	Concepts	Unit	Prior Learning	New Learning	Future Learning				
Year 1 Unit 1	Colour, shape and line.	Artist: Matisse Style: Impressionism Skills: drawing/painting Artwork: abstract shape painting.		<p>Know that Kandinsky was one of the pioneers of modern western abstract art.</p> <p>Know that abstract art doesn't need to look real, instead it uses shape, colour and line to create an effect.</p> <p>Know that Kandinsky used a variety of mediums such as watercolour and oil on different materials.</p> <p>Name the primary colours and how to mix them to create secondary colours.</p> <p>Draw different types of circles using line— thick, thin, wavy, dotted etc)</p> <p>Identify, describe and use shape for purpose.</p> <p>Explore the questions what is art? How is art made?</p> <p>Evaluate the creative work of artists' work using the language of art. (I like/dislike.... Because.</p>	<p>Know the primary colours and how to make secondary for their artwork.</p> <p>Add white to colours to make tints and black to colours to make different tones.</p> <p>Use and experiment with line for purpose and use the correct vocabulary to describe their lines.</p> <p>Create geometric shapes by adapting artists' work to reflect their own ideas.</p> <p>Explore the questions what is art? How is art made? What is the purpose of art?</p> <p>Explore how art is judged and begin to use this language to evaluate artists' and their own works of art.</p> <p>Think about and discuss how the art makes them feel when they look at it.</p>				
<b>Sequence of Learning</b> <p>1. Evaluate/Research: Display a range of Kandinsky's art develop children's oracy by evaluating his work (stem sentences on SP) Who was Kandinsky and what are the features of his art? (what concepts feature in his work? Listed below)</p> <p>2. Concept technique: <b>Colour</b> Name the primary colours and how to mix them to create secondary colours. (paint simple colour wheel?) Refer to the colours Kandinsky used.</p> <p>3. Concept technique: <b>Line</b> Draw circles using different lines (thick, thin, wavy, straight, dotted etc) Start with pencil explore charcoal.</p> <p>4. Concept technique: <b>Shape</b> Identify shapes that Kandinsky used and experiment creating their own shapes.</p> <p>5. Plan/create: design a piece of artwork that incorporates the above concepts inspired by Kandinsky (not just a copy of his work)</p> <p>6. Evaluate: self/peer assess using the language of an artist. (stem</p>			<table border="1"> <thead> <tr> <th>Current Vocabulary</th> <th>New Vocabulary</th> </tr> </thead> <tbody> <tr> <td></td> <td>           Colour            Primary Colours            Secondary Colours            Colour Wheel            Line            Shape            Brushes (thick and thin)            Pencil              Evaluation            Like            Dislike            Compare         </td> </tr> </tbody> </table>	Current Vocabulary	New Vocabulary		Colour Primary Colours Secondary Colours Colour Wheel Line Shape Brushes (thick and thin) Pencil  Evaluation Like Dislike Compare		
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<b>Other Information</b> <p>Evaluate— stem sentences available in art folder on SharePoint.            Sketchbook— Ideas on SharePoint on how their sketchbooks should look.            Terminology— Abstract Art- does not attempt to represent an accurate depiction of a visual reality but instead uses shapes, colours, forms and gestural marks to achieve its effect</p>					<b>Trip/Visitor</b> <p>Cannock Chase—using nature to create a sculpture.</p>				