
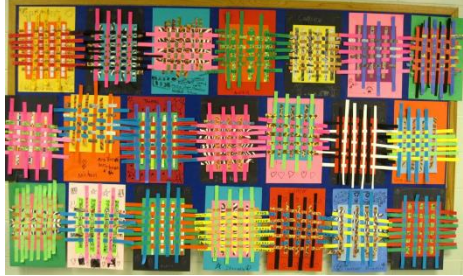
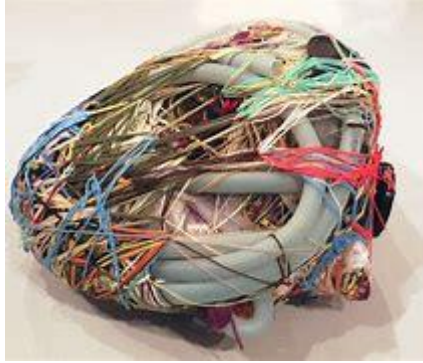


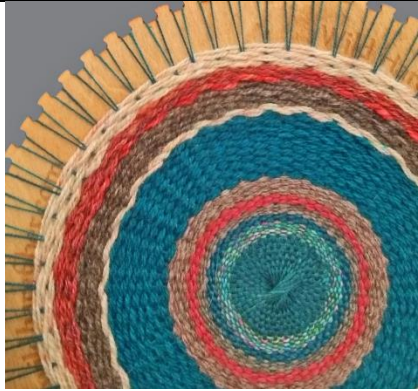

<p>Subject: Art</p> <p>Year Group: 2</p> <p>Cycle/Term: Summer 1</p> <p>Making skills: Craft, design, materials and techniques</p>	<p>Prior learning: Drawing: In the Spring term, the children learnt how CHARLOTTE TO ADD IN</p> <hr/> <p>End point: Making skills: Craft, design, materials and techniques: By the end of this unit, children will be able to weave using a range of materials. They will know how to describe similarities and differences between a number of different pieces of work by a range of artists who use weaving in their work.</p> <hr/> <p>Assessment: Drawing: Children will work together as a class to create a sculpture using correct weaving technique to add colour and texture. They will recognise natural and man-made resources and use them appropriately to enhance the aesthetic of the sculpture.</p>
<p>Progressive objectives:</p> <p>I can describe the similarities and differences between pieces of work by other artists</p> <p>I can recognise some of the styles of artists and designers and use these ideas to inform my own work</p> <p>I can develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences</p> <p>I can take inspiration from an artist to develop my own artwork</p> <p>I am showing confidence when working creatively</p> <p>I can talk in more detail about the techniques and materials used in my own work and the work of others</p> <p>I can use appropriate vocabulary to talk about details of the work</p> <p>I can describe how I changed or adapted my work for a specific purpose</p> <p>I can explore drawing techniques and begin to apply tone to describe form</p> <p>I am developing skill and control with different drawing materials</p> <p>I can paint with creativity and expression</p> <p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p> <p>I can mix, apply and refine and describe colour mixing for purpose using wet and dry media</p> <p>I can create a 3D sculptural form</p> <p>I can begin to understand how to represent form when drawing</p> <p>I can draw lines with increased skill and confidence</p> <p>I can use line for expression when drawing portraits</p>	<p>Vocabulary:</p> <p>Weave</p> <p>Warp</p> <p>Weft</p> <p>Loom</p> <p>Pattern</p> <p>Wool</p> <p>Thread</p> <p>Fabric</p> <p>Natural</p> <p>Man-made</p>

<p>I can demonstrate a range of techniques to make repeating and non-repeating patterns I can identify natural and man-made patterns and create patterns of my own I can compose geometric designs by adapting the work of other artists to suit my own ideas I can describe different textures I can select appropriate materials to create textures I can experiment with pencils to create tone and use tone to create form when drawing I can use sketchbooks more effectively through further teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials I can use artist sources to develop my own original artwork and gain inspiration for artwork from the natural world I can compare others' work, identifying similarities and differences I can describe choices and preferences using the language of art.</p>			
<p>Progressive Objective from Progression Document: I can describe the similarities and differences between pieces of work by other artists I can recognise some of the styles of artists and designers and use these ideas to inform my own work I can develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences I can take inspiration from an artist to develop my own artwork I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay I can identify natural and man-made patterns and create patterns of my own I can use sketchbooks more effectively through further</p>	<p>Key Concept: Knowledge of artists and designers: (factual knowledge)</p>	<p>Stoneferry Starter: A simple colour mixing challenge – chn to match up the correct primary colours that would be mixed together to make the secondary colour. EXAMPLE: BLUE + YELLOW matches with GREEN.</p>	<p>Notes/next steps: Ensure chn know the topic is Making Skills and they are focusing on weaving. Ensure chn understand a brief history of weaving and how it has evolved over time. Chn should be able to use key vocabulary to describe weaving. Chn should have a mood board in their sketch books. Chn should complete at least one attempt at paper weaving recognising how the warp and weft are threaded.</p> <p><u>Example:</u> Mood board</p>  <p>Paper weaving</p>
	<p>Second Order Concept: Chronology (history of art and changes over time)</p> <p>Learning Objective: Walt use a range of materials to design and make a product using weaving,</p>	<p>Brief session overview: Lesson 1: Introduce topic for the term – making skills - weaving Discuss with them the basic idea behind weaving and how to weave – refer to previous learning. Go through a brief history of weaving from the early invention of the loom to modern machinery. Show some examples of different artists whose work includes weaving.</p> <p>https://www.artemorbida.com/brief-history-of-weaving/?lang=en</p> <p>Chn too create a mood board in their sketch books with different images of weaving examples – give them loads of photo/ sketches relating to weaving. They are to cut out some of their favourites and stick them in their books to create a mood board with some of the key words relating to weaving</p>	



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<p>teacher modelling and use sketchbooks to record thoughts and ideas and to experiment with materials I can describe choices and preferences using the language of art</p> <p>Prior Objective from progression document: I can manipulate a range of materials and use techniques such as clay-etching, printing and collage</p>		<p>written amongst the images (warp, weave, weft, loom, fabric, thread, paper) spelt correctly. Chn to have a go at their own paper weaving. Provide with colourful pieces of paper (this could be patterned or plain) https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/craft/lesson-4-weaving-other-materials/ scroll down here for examples of paper weaving for chn to complete using the video. These are to be stuck in sketch books.</p>	
<p>Progressive Objective from Progression Document: I can recognise some of the styles of artists and designers and use these ideas to inform my own work I can take inspiration from an artist to develop my own artwork I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay I can describe choices and preferences using the language of art</p> <p>Prior Objective from progression document: I am able to give my opinion and say why I like or dislike the work of other artists</p>	<p>Key Concept: Exploring and developing ideas: (conceptual knowledge)</p> <p>Second Order Concept: Similarity and difference (comparing works of art, identifying common/different styles and techniques)</p> <p>Learning Objective: Walt recognise some of the styles of artists and designers and use these ideas to inform my own work</p>	<p>Stoneferry Starter: Identify warp and weft on a weave – give them a few different images of weaving with arrows to the warp (up and down) and weft (across), chn to correctly label the parts</p> <p>Brief session overview: Lesson 2: Thread Weaving</p> <p>Look at the work of Judith Scott, a sculptor who used weaving threads to create artwork. Spend some time discussing her artwork, looking at images and allowing chn to share their opinions.</p> <p>Share information about the loom and a brief history.</p> <p>Chn to use the cardboard looms and threads we have in school to create their own weaving artworks using threads. You will need to have a practise of how to use these first and possibly set them up for the chn. You may want to split the class into small groups, with some chn possibly completing research work on the artist or paper</p>	<p>Notes/next steps: Judith Scott sculpture – loads of examples on google images</p>  <p>Threat weaving kit (THIS IS IN THE ART CUPBOARD)</p>




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<p>I can say something about the style of an artist or designer</p>		<p>weaving whilst you lead small groups doing thread weaving or starting chn off.</p>	 
<p>Progressive Objective from Progression Document: I can describe the similarities and differences between pieces of work by other artists I can recognise some of the styles of artists and designers and use these ideas to inform my own work I can take inspiration from an artist to develop my own artwork</p>	<p>Key Concept: Exploring and developing ideas: (conceptual knowledge)</p> <p>Second Order Concept: Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p>	<p>Stoneferry Starter: Show images from last week, can chn name the artist?</p> <p>Brief session overview: Lesson 3: Fabric weaving</p> <p>Begin the lesson by looking at the work of textile artist Anni Albers</p>	<p>Notes/next steps:</p> <p>Anni Albers work:</p>

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<p>I am showing confidence when working creatively I can talk in more detail about the techniques and materials used in my own work and the work of others I can use appropriate vocabulary to talk about details of the work I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay I can create a 3D sculptural form</p> <p>I can identify natural and man-made patterns and create patterns of my own I can describe different textures I can select appropriate materials to create textures I can use artist sources to develop my own original artwork and gain inspiration for artwork from the natural world I can compare others' work, identifying similarities and differences I can describe choices and preferences using the language of art.</p> <p>Prior Objective from progression document: I can manipulate a range of materials and use techniques such as clay-etching, printing and collage</p>	<p>Learning Objective: Walt use a range of materials to design and make a product weaving</p>	<p>https://www.tate.org.uk/tate-etc/issue-44-autumn-2018/anni-albers-weaving-magic-briony-fer</p> <p>Use the planning from this lesson on Kapow to support the skills element of the lesson. Make cardboard looms (ask chn to bring in their own cardboard and cut them prior to the lesson) and give chn a range of ribbons and fabrics to make their own fabric weaves. These are to be stuck in sketch books.</p> <p>https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-3/craft/lesson-4-weaving-other-materials/</p>	 <p>Fabric weaving example:</p> 
	<p>Key Concept:</p>	<p>Stoneferry Starter:</p>	<p>Notes/next steps:</p>

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<p>Progressive Objective from Progression Document:</p> <p>I can describe the similarities and differences between pieces of work by other artists</p> <p>I can recognise some of the styles of artists and designers and use these ideas to inform my own work</p> <p>I can take inspiration from an artist to develop my own artwork</p> <p>I am showing confidence when working creatively</p> <p>I can talk in more detail about the techniques and materials used in my own work and the work of others</p> <p>I can use appropriate vocabulary to talk about details of the work</p> <p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p> <p>I can create a 3D sculptural form</p>	<p>Exploring and developing ideas: (conceptual knowledge)</p> <p>Second Order Concept: Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p> <p>Learning Objective: WALT identify natural and man-made patterns and create patterns of my own</p>	<p>Show images from last week, can chn name the artist?</p> <p>Brief session overview: Lesson 4: Natural weaving</p> <p>PRIOR TO THIS LESSON YOU WILL NEED TO ASK THE CHN TO BRING IN STICKS/ LEAVES/ FLOWERS OR GO FOR A WALK IN THE LOCAL AREA AS A CLASS TO COLLECT THEM. THS COULD BE PLANNED AS A TRIP IN THE LOCAL AREA FOR ONE MORNING.</p> <p>Weather dependant – it would be nice to have this lesson outdoors.</p> <p>Start by looking at the work of Andy Goldworthy an artist who uses natural objects to make temporary art works inspired by the natural world.</p> <p>Ensure chn know the difference between natural and man-made materials</p> <p>Chn then to use their weaving skills to make a loom using sticks and wool/ yarn to weave natural objects.</p>	<p>Andy Goldworthy:</p>   
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I can identify natural and man-made patterns and create patterns of my own

I can describe different textures

I can select appropriate materials to create textures

I can use artist sources to develop my own original artwork and gain inspiration for artwork from the natural world

I can compare others' work, identifying similarities and differences



I can describe choices and preferences using the language of art.

Prior Objective from progression document:


I can understand patterns in nature and design and make patterns in a range of materials

Loom ideas:



			
<p>Progressive Objective from Progression Document: <i>I can describe the similarities and differences between pieces of work by other artists</i> <i>I can recognise some of the styles of artists and designers and use these ideas to inform my own work</i> <i>I can take inspiration from an artist to develop my own artwork</i> <i>I am showing confidence when working creatively</i> <i>I can talk in more detail about the techniques and materials used in my own work and the work of others</i></p>	<p>Key Concept: Making skills: (procedural knowledge)</p> <p>Second Order Concept: Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p> <p>Learning Objective: Walt can create a 3D sculptural form</p>	<p>Stoneferry Starter: (dependent on individual class/outcome of prior session)</p> <p>Brief session overview: Lesson 5: Class project Prior to the lesson a frame will need to be made. This could be kept in the outdoor area if weather is good and lesson could be completed outdoors. Frames can be made using bamboo sticks.</p> <p>Recap skills and different materials used for weaving this half term.</p> <p>Provide chn with a range of resources/ ask them to bring in their own contributions : string, wool, rope, cord, old bandages, long grass and plant</p>	<p>Notes/next steps:</p> 

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<p>I can use appropriate vocabulary to talk about details of the work</p> <p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p> <p>I can create a 3D sculptural form</p> <p>I can identify natural and man-made patterns and create patterns of my own</p> <p>I can describe different textures</p> <p>I can select appropriate materials to create textures</p> <p>I can use artist sources to develop my own original artwork and gain inspiration for artwork from the natural world</p> <p>I can compare others' work, identifying similarities and differences</p> <p>I can describe choices and preferences using the language of art.</p> <p>Prior Objective from progression document:</p> <p>I can create a simple form through making sculpture</p> <p>I can use simple language to describe form and space</p>		<p>stems, bendy sticks, fleece, old plastic torn into strips, foil, cellophane, strips of old material, wire, pipe cleaners and so on.</p>  <p>Chn to work together and each add contributions collectively. Whilst this is taking place, they can be working on a skill in the classroom covered in the last few weeks: paper, thread, textiles or natural weaving.</p>	<p>Alternative way of making a shared loom.</p> <p>Whilst chn are working, take photos for sketch books.</p>
<p>Progressive Objective from Progression Document:</p>	<p>Key Concept: Evaluating: (metacognitive knowledge)</p>	<p>Stoneferry Starter: (dependent on individual class/outcome of prior session)</p>	<p>Notes/next steps:</p>

<p>I can describe the similarities and differences between pieces of work by other artists</p> <p>I can recognise some of the styles of artists and designers and use these ideas to inform my own work</p> <p>I can take inspiration from an artist to develop my own artwork</p> <p>I am showing confidence when working creatively</p> <p>I can talk in more detail about the techniques and materials used in my own work and the work of others</p> <p>I can use appropriate vocabulary to talk about details of the work</p> <p>I can describe how I changed or adapted my work for a specific purpose</p> <p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p> <p>I can create a 3D sculptural form</p> <p>I can identify natural and man-made patterns and create patterns of my own</p> <p>I can describe different textures</p> <p>I can select appropriate materials to create textures</p> <p>I can use artist sources to develop my own original artwork and gain inspiration for artwork from the natural world</p>	<p>Second Order Concept: Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)</p> <p>Learning Objective: Walt talk in more detail about the techniques and materials used in my own work and the work of others</p>	<p>Brief session overview: (AFTER HALF TERM)</p> <p>Assessment session: Lesson 6:</p> <p>Additional time to finish class sculpture.</p> <p>Evaluate:</p> <p>I can talk in more detail about the techniques and materials used in my own work and the work of others</p> <p>I can use appropriate vocabulary to talk about details of the work</p> <p>I can describe how I changed or adapted my work for a specific purpose</p> <p>All of Y2 objectives for evaluation are based around talk. Have questions up on the board or on tables for group discussion.</p> <p>Chn to reflect on each of the techniques taught for weaving this HT and which artists they found inspiring, they should use correct vocabulary in their discussions.</p> <p>Invite parents in and create an art gallery in the hall for chn to display their work and show to parents/ other classes. They may do a piece of writing in English to recount what they have been working on.</p>	
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<p>I can compare others' work, identifying similarities and differences</p> <p>I can describe choices and preferences using the language of art.</p> <p>Prior Objective from progression document:</p> <p>I can create a piece of art from either imagination or as a response to an experience</p> <p>I can talk about the choices of tools, materials and media I have used</p>			
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Progressive objectives:

Knowledge of artists and designers

Exploring and developing ideas

Evaluating their own work

Making skills: Drawing

Making skills: Painting

Making skills: Craft, design, materials and techniques

Knowing and applying formal elements: Colour

Knowing and applying formal elements: Form

Knowing and applying formal elements: Line

Knowing and applying formal elements: Pattern

Knowing and applying formal elements: Shape

Knowing and applying formal elements: Texture

Knowing and applying formal elements: Tone

Sketchbooks **Creating original artwork; Identify similarities and differences to others' work; Reflecting**

Teaching sequence:

Study the work and techniques of an artist.

Compare and contrast with the work of previous artists studied or other works in the same style.

Critically evaluate the artists' work to inform their own ideas.

Experiment, investigate and refine the different techniques using appropriate media.

Create their own artwork, applying new techniques, skills and media to their own work.

Critically evaluate their work, refining and improving where appropriate.

Reflect and recap the knowledge and skills remembered and learnt.

Concepts:

- Knowledge of artists and designers: (factual knowledge)
- Exploring and developing ideas: (conceptual knowledge)
- Making skills: (procedural knowledge)
- Evaluating: (metacognitive knowledge)

Second order concepts:

- Chronology (history of art and changes over time)
- Similarity and difference (comparing works of art, identifying common/different styles and techniques)
- Significance (significant artists, works of art and art movements)
- Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

Guidance:

This tool is to be used to ensure that all subjects are sequenced clearly and purposefully towards a defined end point. **This is not to be a short term plan full of lesson detail which is not required** but should be a supporting document that all members of your team have some input on.

- **Always start with your endpoint and plan towards it.**
- Each session should focus on one key concept only. This key concept may be the same for multiple sessions or may be just be for one. Remember they can be revisited multiple times.
- **The progressive objective is taken from the progression documents and is there as an assessment tool for Flic or integris (whichever we use in the end). You might not specifically share this with the children and it may be the same for more than one session.**
- **Teachers must consider what the children already know. Do you need to start further back even if it means they don't catch up in that term. If you do, make this clear in the progressive objectives.**
- **Always show what the previous progressive objective was to the one you are working on.**
- The learning objective is the intention for that session and can be made by you to be child friendly and a clear intention to share with the children. It could also be taken straight from a scheme of work, if that is what you are using.
- When it says brief session overview, it means very brief!
- Next steps section to be used at your discretion, however, if you use this as a live document on sharepoint/onedrive, all team members can add and identify areas that may need further work.