

Question: (African Art) How do we see Africa? Painting drawing textiles		Year 2 Autumn
National Curriculum Link KS1 - to use a range of materials creatively to design and make products KS1 - to use drawing to develop and share their ideas, experiences and imagination KS1 - to use painting to develop and share their ideas, experiences and imagination KS1 - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		
International Baccalaureate Learner Profile Link Reflective How can we be reflective in our learning and think of ways to improve our own work and the work of others? Knowledgeable How can we independently acquire in depth knowledge and develop an understanding of the work we are learning? Inquirers How can we develop our thinking skills for enquiry? Open minded How can we work with others effectively and take on the ideas of others during discussions? Risk Taker How can we work independently and cooperatively to explore new ideas? Communicator How can we convey information and express our thoughts and feelings?		
Prior Skills - Year 1 Drawing Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour. Draw an observational drawing of a natural object. Draw a portrait. Sketch to make quick records of something. Painting Begin to name and mix the primary colours to create secondary colours. Create moods in their paintings by using a lighter and darker shade. Decide if something is warm or cool. Choose to use thick and thin brushes as appropriate. Paint a picture of something they can see. Use watercolour to create a background. Textiles/3D/Sculpture Cut and tear paper and card for their collages. Gather and sort the materials they will need. Make a sculpture using natural resources. Use clay to produce a piece of art.	New Skills - Year 2 Drawing Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark. Sketch to make quick records of something. Work out ideas through drawing. Use perspective. Painting Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer. create repeating patterns use different shapes and colours in their patterns use paint to create a layered background Textiles/3D/Sculpture Assemble a collage Use different materials to make a useful object.	

	Add artistic features to masks makes them look more elaborate. Use clay to produce a piece of art.	
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Knowledge, Skills and Understanding

Research

Say how other artists have used colour, pattern and shape.

To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines, in the context of learning about Claude Monet, Vincent van Gogh and Jean Metzinger. Compare two of LS Lowry's paintings. Record and explore ideas from first hand observation, experience and imagination. Annotate work in sketchbook.

Practise

Drawing - Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Sketch to make quick records of something. Work out ideas through drawing. Use perspective.

Painting

Mix paint to create all the secondary colours. Mix and match colours, predict outcomes.

Mix their own brown. Make tints by adding white.

Make tones by adding black. Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer. Create repeating patterns. Use different shapes and colours in their patterns. Use paint to create a layered background.

Textiles

Add artistic features to masks makes them look more elaborate. Use clay to produce a piece of art.

Make

Create a background using a wash. Make black silhouettes. Create a landscape. Design and decorate their own mask.

Evaluate

Identify what they might change in their current work or develop in their future work.

Keep notes in their sketch books as to how they have changed their work.

When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say 'I like that because'.

Challenge

Children will be able to independently recognise African colours and patterns and use them in their art work, mixing colours correctly when painting.

Resources

Strips of white card, paint, glue and tape Craft materials

Paints (various - to mix)

Colour pastels

Coloured felt, card and tissue paper

PVA glue

Templates for masks and jewellery

Website/Apps

Plan Bee - African Art

<https://art-educ4kids.weebly.com/african-art.html>

<https://insideafricanart.com/artists/>

Extended Writing Opportunities

Descriptive write based on what we would see if we travelled to Africa. An AFRICAN Adventure.

A write linked to Lila and the Rain/ use for end of day reading book.

Artists

<https://insideafricanart.com/artists/>

Ibrahim El Salahi

Tracy Rose

Abdoulaye Konate

Dilomprizulike

Sokari Douglas Camp

Numeracy Skills

Recognising and using different shapes and colours.

To understand and use patterns in art.

WOW Experience

Children can visit the Liverpool World Museum - African art collection

Visit Manchester museum - <http://www.chuckgallery.com/>

Cross Curricular Links

English - Lila and the rain (to use as reading book)

Geography - countries continents map work culture traditions landscapes weather

History - Significant historical figures from Africa (Nelson Mandela)

Science - animals and their habitats (focus on colour/temperature/link to plants through Arcimboldi)

ICT - Research space photography / Use and change photographs of space

