

<b>Question:</b> How can we use nature in art? (Nature)		Year 1 Spring
<b>National Curriculum Link</b> 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 use sculpture 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 KS1 - about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		
<b>International Baccalaureate Learner Profile Link</b> <b>Reflective</b> How can we be reflective in our learning and think of ways to improve our own work and the work of others? <b>Knowledgeable</b> How can we independently acquire in depth knowledge and develop an understanding of the work we are learning? <b>Inquirers</b> How can we develop our thinking skills for enquiry? <b>Open minded</b> How can we work with others effectively and take on the ideas of others during discussions? <b>Risk Taker</b> How can we work independently and cooperatively to explore new ideas? <b>Communicator</b> How can we convey information and express our thoughts and feelings?		
<b>Prior Skills - Reception</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	<b>New Skills - Year 1</b> <b>Drawing</b> 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 <b>Painting</b> 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. <b>Textiles/3D/Sculpture</b> Cut and tear paper and card for their collages.	<b>Future Skills - Year 2</b> <b>Drawing</b> 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. <b>Painting</b> 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. <b>Textiles/3D/Sculpture</b> 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.

	<p>Gather and sort the materials they will need.</p> <p>Make a sculpture using natural resources.</p> <p>Use clay to produce a piece of art.</p>	
<p><b><u>Knowledge, Skills and Understanding</u></b></p> <p><b>Research</b></p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Describe what they can see and like in the work of another artist.</p> <p>Ask sensible questions about a piece of art.</p> <p><b>Practise</b></p> <p><b>Drawing</b> - Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and colour. Draw an observational drawing of a natural object. Sketch to make quick records of something.</p> <p><b>Textiles/3D</b> - Gather and sort the materials they will need.</p> <p>Make a sculpture using natural resources.</p> <p>Use clay to produce a piece of art.</p> <p><b>Make</b></p> <p>Make a nature sculpture. Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities.</p> <p><b>Evaluate</b></p> <p>Show interest in and describe what they think about the work of others.</p> <p>Say what they like about their own work.</p>		
<p><b><u>Challenge</u></b></p> <p>To manipulate materials when creating sculptures.</p>		
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Clay • Boards • Modelling tools</li> <li>• Choose air-dry clay if you do not have access to a kiln to fire the models. • Camera • Magnifying glasses. Make preparations for an outdoor walk to a nearby park or woods.</li> <li>• Previously collected natural materials. collect natural building materials in advance.</li> </ul>	<p><b><u>Website/Apps</u></b></p> <p>Twinkle - Nature sculptures</p> <p>Plan Bee - Andy Goldsworthy</p> <p><a href="http://naturebasedart.org/">http://naturebasedart.org/</a> <a href="http://kids.tate.org.uk/">http://kids.tate.org.uk/</a> Inkist, Art Set (apps)</p> <p><a href="http://kids.britannica.com/comptons/browse/subject?id=1&amp;subject=Art">http://kids.britannica.com/comptons/browse/subject?id=1&amp;subject=Art</a></p> <p>PicCollage (Ipad) National Geographic Kids (website for images)</p>	
	<p><b><u>Extended Writing Opportunities</u></b></p> <p>Children write about being amongst nature thinking about senses</p> <p>Children write a poem based on nature (linked to art produced)</p> <p>Children write in the role of a leaf describing its life journey</p>	
<p><b><u>Artists</u></b></p> <p>Andy Goldsworthy</p> <p>William Morris (and other nature based artists) - using nature as collage and sculpture</p> <p>The paintings of Henri Rousseau and George Stubbs (animals in nature)</p> <p>Nature based sculpture programme</p>	<p><b><u>Numeracy Skills</u></b></p> <p>Shape/Measure - Using various shapes (discussion of these)</p> <p>Patterns/Symmetry/Sequence - investigate these in natural materials (tree, leaves, etc)</p>	
	<p><b><u>WOW Experience</u></b></p> <p>Visit to the park to collect items to be used in nature based art and to draw inspiration for this work.</p>	
<p><b><u>Cross Curricular Links</u></b></p> <p>ICT - Using images of nature to create collages using various programmes</p> <p>Science - Seeing the world around us - make links to nature/parks/birds/humans</p> <p>History - Looking at how things have changed over time (links to parents and grandparents lives)</p> <p>Geography - links to man made and natural objects in the environment. Caring for the environment</p>		

